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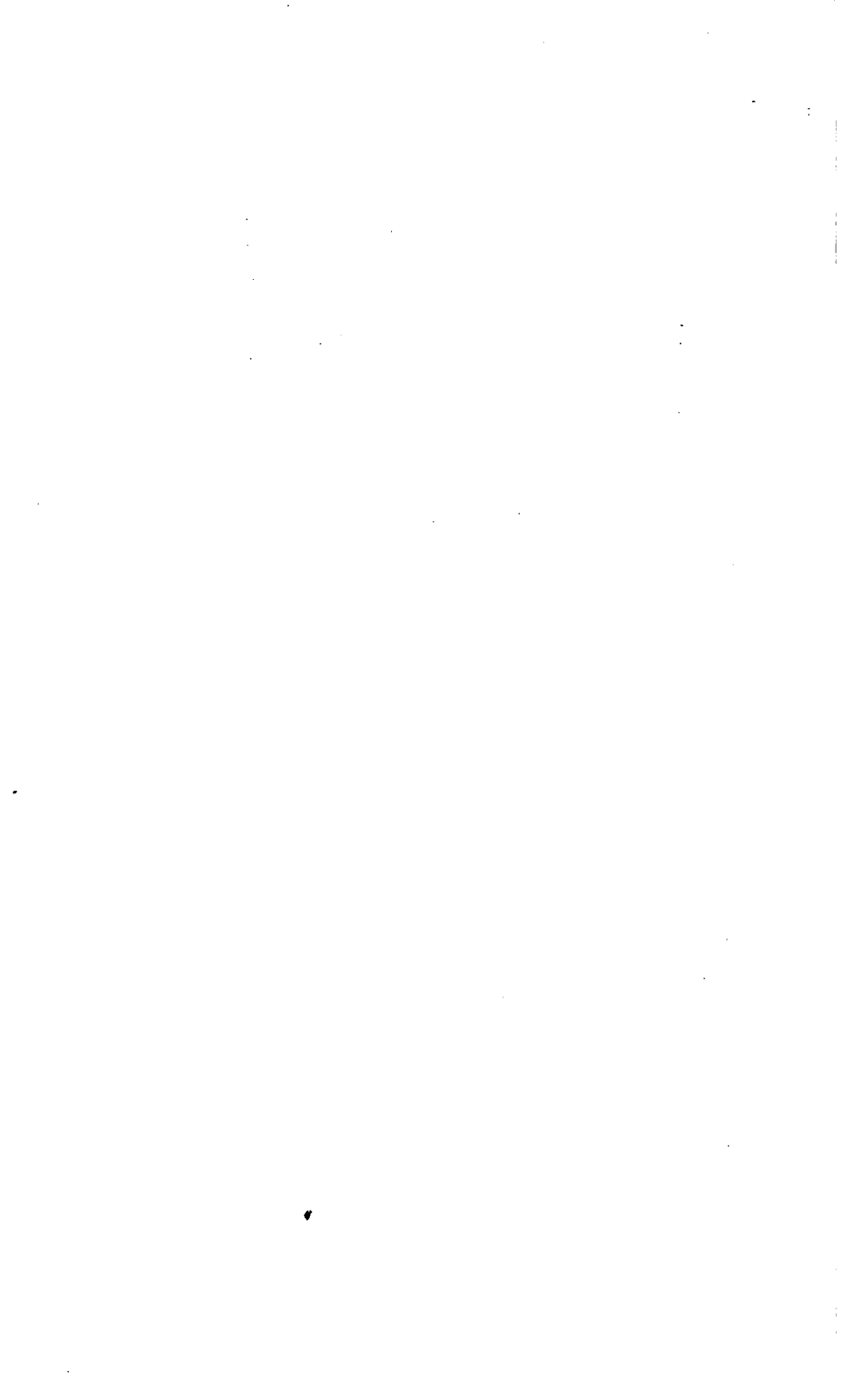


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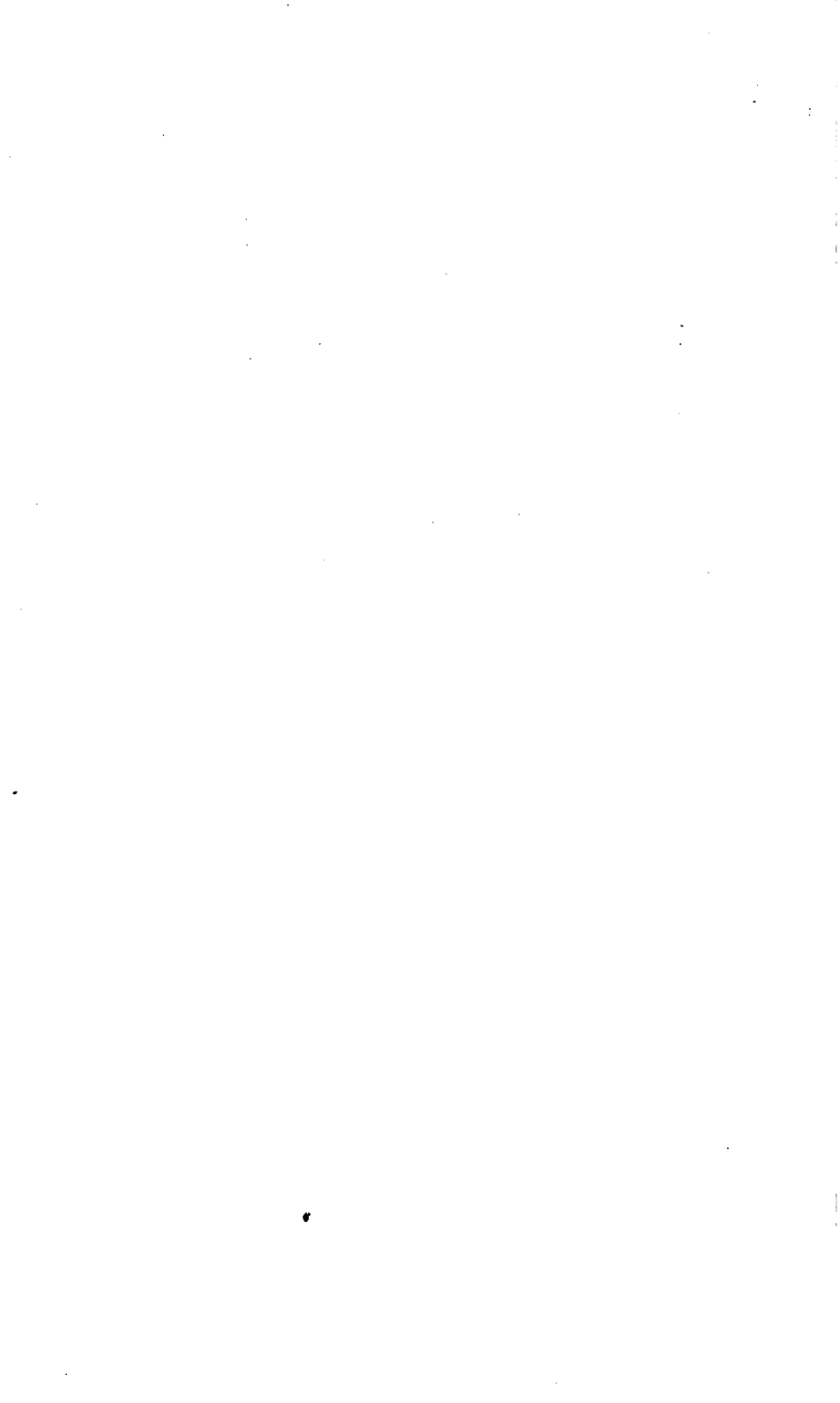


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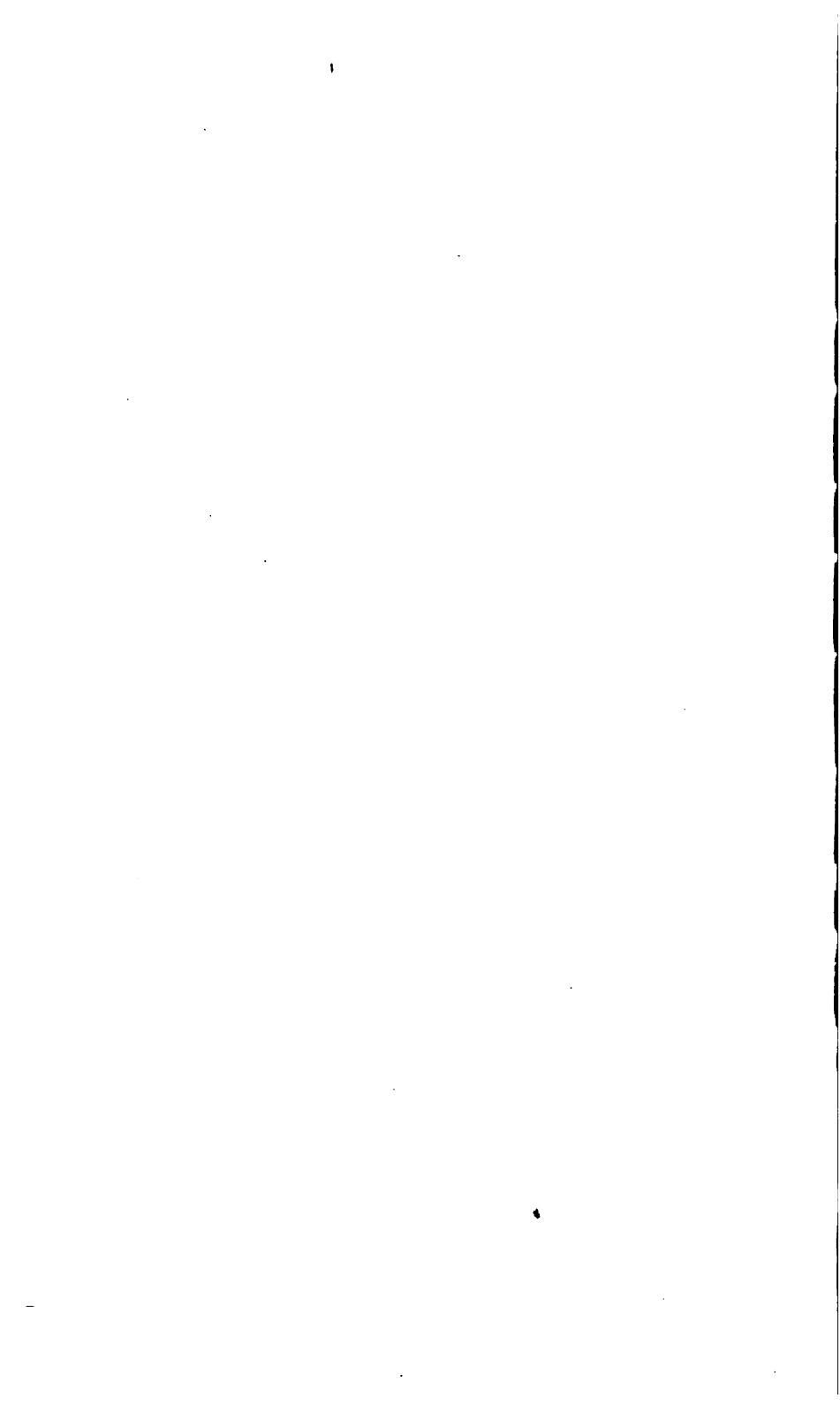












SEVENTEENTH ANNUAL REPORT  
OF THE  
SUPERINTENDENT  
OF  
PUBLIC INSTRUCTION  
OF THE  
STATE OF WISCONSIN,

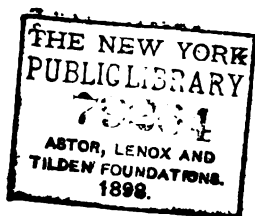
FOR THE  
YEAR ENDING AUGUST 31, 1865.

★ 1865, JAN 1 1865  
By JOHN G. McMYNN,  
SUPERINTENDENT OF PUBLIC INSTRUCTION.

MADISON, WIS.:

WILLIAM J. PARK, STATE PRINTER—WISCONSIN CAPITOL OFFICE.

1866.



OFFICE OF SUPERINTENDENT OF PUBLIC INSTRUCTION,  
MADISON, December 10, 1865.

*To His Excellency, JAMES T. LEWIS,*

*Governor of Wisconsin :*

SIR:—I have the honor to transmit herewith the Seventeenth Annual Report from this Department, including statistical information in regard to colleges, academies and seminaries, so far as reports could be obtained at this office.

To the Report an appendix is added, containing special reports from county superintendents so far as received.

I am, sir, very respectfully,

Your obedient servant,

JNO. G. McMYNN,

*Superintendent of Public Instruction.*

NOV 11 1865  
JUN 11 1865  
MAY 11 1865

# ANNUAL REPORT.

*To the Legislature of Wisconsin:*

GENTLEMEN:—The following statistical statement of attendance, teachers, taxes, etc., obtained from the annual reports of county superintendents, made as required by section 98, of the school code, will present, in an intelligible manner, the principal facts relating to the public schools of the state, for the year 1865:

## GENERAL STATISTICS.

Number of counties reported,.....	57
.....do.....towns reported,.....	771
.....do.....whole districts,.....	3,806
.....do.....parts of districts,.....	1,788
.....do.....districts not reported,.....	121
.....do.....parts of districts not reported,.....	60
Whole number of children over 4 and under 20 years of age,.....	335,582
Number of different pupils who attended the public schools,.....	228,067
.....do.....days' attendance of different pupils in the public schools,.....	14,681,167
Average number of days the schools were taught,.....	134½
Per cent. of attendance of number registered,.....	50
.....do.....do.....entitled to school privileges,.....	88
Number of different persons employed as teachers,.....	7,582
Average wages of male teachers per month,.....	\$36 45
.....do.....female teachers per month,.....	22 24
State fund apportioned,.....	151,816 84
Total am't expended during the year and on hand August 31,.....	1,055,101 83

The foregoing embraces the salient facts relating to our public schools for the past year. They indicate progress. For fuller information, reference may be made to the tables found in the appendix.

## SCHOOL DISTRICTS.

There is a decrease in the number of districts in the state since the date of the last report of 352. This is, in part, owing to consolidation, and is, so far, a gratifying fact. Some districts have become disorganized from causes originating in the late war, and in others no schools were supported and hence no reports were made.

The policy of consolidation of districts is to be commended, and town boards of supervisors can do much to promote the interests of education by refusing to divide those at present organized, without urgent reasons. By uniting districts, when it is practicable, they diminish the per cent. of taxation necessary to support the schools, as well as strengthen them in many respects.

Hundreds of districts in the state are too small to support good schools, and hence there arises a necessity for employing the cheapest teachers, who usually teach the dearest schools. The convenience of having the school house so situated that children have to walk but a short distance in order to reach it, is a very poor compensation for a waste of time after entering it. It is far better for a child, old enough to attend school, to walk two or even three miles to reach a good school, than to walk less, if the latter involves being under the influence and instruction of a teacher whose only qualification is that "he teaches cheap."

#### ATTENDANCE.

There are 11,948 more scholars reported as attending the public schools this year than last. The whole number of members is 66 per cent. of the whole number over 4 and under 20 years of age in the state. Excluding those less than 4 and over 20 years of age, who have been registered, we find that 65 per cent. of the whole number drawing public money have attended school some part of the time.

The number less than 4 years of age who have been registered is 1,252. When we consider the fact that no child ought to attend school before he is six years of age, and that every day spent there before he is five is detrimental to him, we can but regret the ignorance on the part of parents, which this item of the reports brings to view. We have reason to believe that the number is much greater than is reported, for intelligent teachers and school officers uniformly refuse to register those less than four years of age, and hence parents who are so inconsiderate as to send their children to school thus early, are not careful in respect to the statements made as regards their age.

The reports show that 1,523 over twenty years of age have attended school some portion of the time.

The average length of time the public schools have been kept during the past year is 14 days more than it was last year. The time required by law is 66 days, and the average number of days each school has been taught during the past year is 134½, or more than twice the number required by law. This fact would seem to warrant a change in the law. Three months school is less time than is required by any other northern state as old as Wisconsin, as a condition of receiving a portion of the income of the school fund, and the same reasons, that induced the legislature to require that a school should be maintained three months, would now seem to justify a requirement of five. Seventeen years have passed since the present law was enacted, and the ability of the people to meet the expenses of education has at least quadrupled within that time, and it

is believed that a law requiring that a school shall be taught not less than one hundred days during the year, in order to entitle the district to a share of the annual apportionment of the income of the school fund, would be generally and heartily approved.

The following table shows, for each year since the present school system went into operation, (1), the total number of children in the state over four and under twenty years of age; (2), the total number having attended the public schools some portion of the year; (3), the per cent. of attendance as compared with the whole number of school age; and, (4), the average number of days schools have been taught:

YEAR.	Total number of children in the State over four and under twenty years of age.	Total number who attended school some portion of the year.	Average number in school a portion of the time, of each hundred of school age.	Average number of days schools were taught.
1849, .....	70, 457	32, 147	45	71
1850, .....	92, 047	61, 507	66	74
1851, .....	111, 431	78, 944	70	74
1852, .....	124, 783	88, 042	71	75
1853, .....	138, 279	97, 835	69	75
1854, .....	155, 125	103, 933	65	77
1855, .....	186, 960	122, 462	64	84
1856, .....	218, 886	134, 853	64	99
1857, .....	241, 545	153, 618	60	
1858, .....	264, 077	171, 885	63	122
1859, .....	278, 871	188, 477	64	121
1860, .....	288, 984	194, 857	67	136
1861, .....	299, 133	198, 443	66	132
1862, .....	308, 056	191, 366	62	109
1863, .....	320, 965	215, 163	67	120
1864, .....	329, 906	211, 119	64	120½
1865, .....	335, 582	228, 067	66	134½

From the above table it appears, that during the seventeen years covered by the reports, there has been an average of *sixty-four* out of each hundred of school age who have attended the public schools during a part of the year. The actual daily attendance cannot be accurately calculated for the past seventeen years, but for the present year it is fifty per cent. of the number registered; that is of the sixty-six pupils registered for each hundred of school age, there was an average daily attendance of *thirty-three* during the 134½ days the schools were in operation. Or to state the fact in other words, there has been an average attendance of thirty-three children in the schools during each of the 134½ days the schools were in session, for each 100 who were over four and under twenty years of age. From this it appears, that taking one day with

another, during the six months the schools are open, the number of children who are *not* in the public schools, is to the number who are, as 2 is to 1. This result would be but little modified, should the number attending private schools be taken into account.

#### TEACHERS.

Until 1862 there was no reliable report showing the number of teachers employed in the public schools of the state. The numbers since that year are as follows :

Year.	Males.	Females.	Total.
1862, .....	2, 438	4, 636	7, 069
1863, .....	1, 894	5, 609	7, 403
1864, .....	1, 704	5, 875	7, 579
1865, .....	2, 222	5, 810	7, 532

An increase in the number of female teachers, on account of the war, was to be expected. Still, the increase is less than was generally supposed, and there has been an increase in the number of male teachers during 1865 of 518. The demand for teachers is at present greater than the supply. Hundreds of persons possessing very limited attainments are employed, not because the people are indifferent to their qualifications, but because the school houses would be unoccupied, if only those fitted were selected as teachers.

During the past year there have been granted 7,082 certificates. Of these, 59 were of the *first grade*, 195 of the *second grade*, and 6,828 of the *third grade*; reported as follows :

	1st Grade.	2d Grade.	3d Grade.	Total.
Male teachers, .....	36	64	1, 990	2, 090
Female teachers, .....	23	131	4, 838	4, 992
Total, .....	59	195	6, 828	7, 082

The highest, or *first grade* certificate is granted on examination in Orthoepy, Orthography, Reading, Penmanship, Intellectual and Written Arithmetic, Grammar, Geography, Physiology, Physical Geography, Algebra, History of the United States, Natural Philosophy, Geometry, and Theory and Art of Teaching.

The names of those who received first grade certificates, and the counties in which they were granted are as follows :

Gentlemen.	Counties.	Ladies.	Counties.
Thaddeus Lamon,.....	Columbia. ....	Ellen E. Merrill,.....	Columbia.
N. E. Goldthwaite,.....	Dane, 2d District.	E. H. Hooker,.....	Dane, 2d Dist.
S. A. McWilliams,.....	Dodge, ...do.....	Jennie Trowbridge,...	Dodge, 2d Dist.
H. A. Wentz,.....	Dunn.....	Eliza Sawyer,.....	Dodge, 2d Dist.
A. J. Howland,.....	Eau Claire.....	Minerva Perry,.....	Dodge, 2d Dist.
N. P. Gage,.....	Fond du Lac.....	Mattie S. North,.....	Dodge, 2d Dist.
Maurice McKenner,.....	.....do.....	L. E. Cooper,.....	Eau Claire.
R. Davenport,.....	Green.....	Angusta Kidder,.....	Eau Claire.
Conrad Matter,.....	.....do.....	Louisa J. Scribner,...	Fond du Lac.
D. C. Green.....	Jefferson.....	Laura L. Wilson,.....	Grant.
Wm. Ahem,.....	La Fayette.....	Phebe R. Rose,.....	La Fayette.
E. Parmilee,.....	.....do.....	Anna Kennada,.....	La Fayette.
J. M. Osborn,.....	.....do.....	Juliette Hollister,.....	La Fayette.
F. C. Atwell,.....	Marathon,.....	Nellie Smith,.....	La Pointe.
Peter Conlan,.....	Milw'kee, 1st Dist.	Amanda Knox,.....	La Pointe.
P. R. Gannon,.....	Ozaukee.....	Annie Langton,.....	Milw'kee, 1st Dist.
John Richards,.....	Portage.....	Fannie Jeffreys,.....	Milw'kee, 1st Dist.
Charles Holmes,.....	Racine.....	Sarah Megran,.....	Portage.
Wm. H. McIntosh,.....	.....do.....	J. M. Swartz,.....	Racine.
N. E. Carver,.....	Richland.....	Ellen J. Merritt,.....	Rock, 2d Dist.
Irving R. Spooner,.....	Rock, 2d Dist.....	Jane C. Bovee,.....	Rock, 2d Dist.
L. H. Warren,.....	Trempealeau.....	Mary M. Cox,.....	St. Croix.
J. N. Wells,.....	Waukesha.....	Mary G. Sherman,.....	Walworth.
S. M. White,.....	.....do.....	Mary C. Nelson,.....	Waukesha.
T. H. Earle,.....	Waupaca.....		
M. W. Martin,.....	.....do.....		
Wm. B. Mumbrue,.....	.....do.....		
J. M. Jackson,.....	Wood.....		

It should be observed that the teachers of schools in cities and incorporated villages are generally examined by boards of education or city superintendents, and no report of the examination is made to this office, hence the names of some of our best teachers do not appear in the above list. In some cases county superintendents have failed to report the names of those examined; this will explain the fact that less than 59 names are given in the table.

#### TEACHERS' WAGES.

There has been an increase in the monthly wages paid for teaching, during the past year, which shows an appreciation of, and liberality towards the teachers of our public schools. The numerous applications made to this office for well qualified teachers, show that there is a desire on the part of the people, in many of the villages, to employ and liberally



pay those who are fitted by education and experience to take charge of union or graded schools. It has been found quite impossible, however, to answer these applications favorably.

The following table shows the monthly wages paid to teachers since 1849, and the ratio of the wages of female teachers to those of male teachers :

Year.	Male.	Female.	Ratio. per ct.
1849, .....	\$15 22	\$6 92	45
1850, .....	17 14	8 97	52
1851, .....	17 15	8 85	43
1852, .....	15 83	8 64	54
1853, .....	18 17	9 94	50
1854, .....	18 75	11 00	60
1855, .....	23 10	12 08	52
1856, .....	25 38	13 80	54
1857, .....	24 60	15 16	62
1858, .....	27 02	14 92	55
1859, .....	22 93	14 29	63
1860, .....	24 20	15 30	63
1861, .....	23 01	14 62	63
1862, .....	25 82	15 82	61
1863, .....	27 11	16 81	62
1864, .....	32 39	19 43	60
1865, .....	36 45	22 24	61

#### SCHOOL TAXES.

The following is a statement of the aggregate valuations of real and personal property, and of the amounts raised for school purposes during each of the past ten years.

Year.	Aggregate valuation of property in the State.	Amount raised for School purposes.	Amount per dol.
			Mills.
1855, .....	\$87,500,000	\$90,192 57	1
1856, .....	150,000,000	72,604 88	$\frac{1}{2}$
1857, .....	150,000,000	128,161 04	$\frac{1}{2}$
1858, .....	175,000,000	147,919 56	$\frac{1}{2}$
1859, .....	168,620,233	454,261 42	2 $\frac{1}{2}$
1860, .....	184,062,538	402,765 23	2 $\frac{1}{2}$
1861, .....	180,984,354	723,120 25	4
1862, .....	182,507,222	679,798 94	3 $\frac{3}{4}$
1863, .....	153,071,773	821,859 78	5 $\frac{1}{4}$
1864, .....	152,652,752	908,152 04	6

Until 1860 the reports of school officers were very inaccurate. The blanks were then so modified as to render the reports much more reliable.

The amount raised by taxation and received from other sources, for the support of schools during the past year, is \$1,055,101 33, as will be seen from the following summary of the financial statistics of the county superintendents' reports :

	Receipts.	Disbursements.
Taxes for building and repairing,.....	\$90,649 84	.....
Taxes for fuel and incidentals,.....	74,861 18	.....
Taxes for teachers' wages,.....	388,627 76	.....
Taxes for apparatus,.....	3,786 18	.....
Taxes for libraries,.....	1,814 01	.....
Taxes to pay old indebtedness,.....	20,390 56	.....
Income of the school fund,.....	134,148 87	.....
Taxes levied by town meetings,.....	61,804 04	.....
Taxes levied by boards of supervisors,.....	103,775 44	.....
Tuition of non resident pupils,.....	5,205 09	.....
From all other sources,.....	47,692 64	.....
For building and repairing,.....		\$86,420 05
For fuel and incidentals,.....		91,968 98
For services of male teachers,.....		189,614 89
For services of female teachers,.....		471,257 50
For apparatus, etc.,.....		4,525 60
For libraries, etc.,.....		2,111 99
For old indebtedness,.....		30,146 32
For school furniture,.....		6,992 54
For registers, records, etc.,.....		2,923 42
For all other purposes,.....		27,261 60
	\$932,255 61	\$913,222 85
Money on hand August 31, 1864,.....	122,845 72	.....
Money on hand August 31, 1865,.....		130,441 35
Error in reports,.....		11,437 13
	\$1,055,101 33	\$1,055,101 33

No reports relating to finances were received from the 1st District of Dodge county, nor from Burnett, Polk and St. Croix counties.

The reports forwarded by the Superintendents of Adams, Ashland, Buffalo, Calumet, Columbia, Door, Douglas, Juneau, Kenosha, Manitowoc, 1st District Milwaukee, Oconto, Pierce, Racine, 1st District Rock, Sheboygan, Vernon and Waupaca were balanced, and were therefore regarded as reliable.

The summary presented can be regarded only as an approximation towards an accurate statement of the school expenses for the past school year. In respect to one item it will be observed there is a mistake of \$17,667 47. This is in reporting the receipts from the apportionment of 1865, and yet, there is no part of the report required of the District Clerks less difficult to render properly than this. The inference from the reports rendered by County Superintendents, is, that many District

Boards do not keep their accounts in such a manner as to enable the clerks to state the sources and amount of receipts, and the objects and amount of expenditures during the year. From only eighteen of the sixty-one County Superintendents, have the financial reports been correct, or reliable. No blame can attach to the county superintendents, inasmuch as their reports are compiled from those of town clerks, and the reports of town clerks are made up of the reports of district clerks.

The latter, then, are responsible for the errors reported to this office, and without greater care and more system in keeping their accounts, nothing reliable can be known in regard to school expenses.

There has been raised during the past year by tax, for school purposes, \$2 70 for each child over 4 and under 20 years of age, and \$4 07 for each person registered as a member of the public schools.

The amount raised, divided by the average daily attendance, will show that for each person attending school 134½ days there has been a tax of \$8 10. If the amount of tax raised for permanent improvements be excluded from the estimate, and only the amount raised for teachers' wages and incidental expenses be considered, we find the following result:

Average tax for tuition of each pupil in actual attendance, the average number of days during which schools were taught,.....	\$6 73
Average tax for tuition of each person registered,.....	3 87

Assuming the whole sum expended for educational purposes, at \$1,075,000, which is rather below than above the true amount, we find the following result:

Average amount expended for each person over 4 and under 20 years of age,.....	\$3 20
Average amount expended for each person registered,.....	4 82
Average amount expended for each person in attendance during the average time schools were taught,.....	9 60

It will be observed that the tax required to support those who are registered, but who are absent a portion of the time the schools are in session is one of the largest paid by the people of the state. The direct cost of irregularity and absenteeism is about one-half the whole cost, or, in other words, fifty cents of each dollar expended for educational purposes is wasted by providing school houses and teachers for those who *need* but do not use them. The facts developed by our school returns will, we think, lead to the conclusion that in no other department of human labor is there such needless waste of both time and money as in the management of our public schools.

#### SCHOOL HOUSES AND SCHOOL HOUSE SITES.

The number of public school houses is 4,338, accommodating 241,593 pupils. The increase in number of school houses during the past year is 152. There are 370 built of stone or brick. The number having out-houses in good condition is 1,418. There are 517 still without black-boards, and only 750 are furnished with outline maps. 3,943 are not provided with clocks.

In regard to sites the reports show 3,454 containing less than one acre, and only 691 well enclosed.

The cash value of school houses is.....	\$1, 455, 322 20
The cash value of sites,.....	214, 447 86
	<hr/> \$1, 669, 770 06

There are buildings in twenty counties valued each at \$5,000 or more. The building valued highest is in Milwaukee, its estimated worth being \$21,000. In the appendix will be found more detailed information.

With increase of wealth there is a desire for better school houses in most parts of the state. The people understand that ease and comfort are essential to the progress of their children in study. During the past year many school houses were built that indicate both intelligence and taste. Most of our cities and large villages are provided with school buildings that reflect credit upon the State. In some instances these buildings are furnished in a becoming manner. The aisles are carpeted, the windows curtained and the walls adorned with maps, charts and pictures. The number of such buildings is increasing year by year. It is, however, not to be denied, that there are still in existence hundreds of buildings, of forbidding appearance, and in a dilapidated condition, used for school purposes, where children are gathered and subjected to all the pernicious influences that furniture illy constructed, rooms poorly warmed, lighted and ventilated, walls begrimed with dirt, and windows broken and uncurtained, can exert. The indifference of parents to these things is as disgraceful as it is inexplicable. The dislike that children feel toward school is too often the effect of causes that parental interest and attention could easily remove. To willingly sit and study in such school rooms as a few we have visited during the past year, would argue a degree of apathy that children, fortunately, seldom reach.

The reports received at this office show that more than two-thirds of the outhouses belonging to the public schools are in bad condition. In some instances these are entirely wanting. Providing these necessary buildings would seem to be only heeding the simplest dictates of decency. It is to be regretted that county superintendents do not possess the power of compelling district boards to remove the disgrace that the lack of these brings upon our common schools. Refinement and purity are not easily rooted out of the minds and hearts of children, but there are some assaults that it is difficult for even innate feelings to withstand.

The small number of sites that are suitably inclosed is by no means creditable to the people of the state. The influence of pleasant surroundings is understood by all intelligent people. Were our children, while at school, accustomed to planting and protecting trees and shrubbery, a taste would be developed that would produce good results in after life.

Much money is wasted in building school houses without any suitable plan from which to work. No building committee should attempt to build until they have obtained carefully prepared designs and drawings of the proposed building. These, after careful examination, may be modified so as to conform to the views of the committee. Unless the plan is

completed before work is commenced, the cost of extras will ten times exceed the cost of all the drawings necessary. Besides, many of our school houses are built by contract, and if there are no drawings, or if those provided are imperfect, the building committee place themselves completely in the power of the builder. Every architect knows that no contract can be so expressed in words without the aid of well drawn plans, as to preclude the builder from doing the work for ten per cent. less than it should cost, and yet not violate the terms of agreement.

We visited several school buildings during the past summer, which cost from \$5,000 to \$20,000 each, that are so illy arranged, as regards blackboards, desks, wardrobes, recitation rooms, means of warming and ventilation, as to be comparatively unfit for school purposes, and yet an expenditure of a small sum for plans prepared by a good architect would have provided conveniences that hundreds of dollars cannot now secure. District Boards contemplating building, are invited to correspond with this Department, and such information will be given and suggestions made, as may be useful in those cases where an architect cannot be conveniently consulted.

#### PRIVATE SCHOOLS NOT INCORPORATED.

The number of private unincorporated schools reported is eight less than in 1864. The following statement is compiled from the reports of the present year :

Number of private unincorporated schools in the state,.....	228
Number of pupils registered who have not attended a district school during the year,.....	7,986
Average number in daily attendance,.....	5,854
Number of teachers employed,.....	242

The imperfect returns render a statement of the average length of time such schools were in session, impossible. Indeed, there is little reliance to be placed upon the reports in regard to this class of schools. They, as a general thing, make no reports, and not being under the supervision of any school officer, it is difficult to obtain information concerning them. All the facts relating to them, so far as known in this office, will be found in the appendix.

## ACADEMIES, SEMINARIES AND INSTITUTES.

The following table embraces such facts in regard to this class of schools as have been reported :

*Abstract of Reports of Academics, Seminaries, etc., for 1865.*

Corporate name of Institution.	Name of place where located.	Name of Principal or Preceptress.	Date of Organization.	No. of Members of Faculty.	No. Students during year.	Number of Graduates.	Cash value of Buildings.
Albion Academy.....	Albion,.....	Rev. A. R. Cornwall,	1854	9	262	7	\$15,000
Baraboo Col. Instit.,	Baraboo,.....	Prof. E. F. Hobart,...	1860	3	169	3	3,000
Baraboo Fem. Sem.,...	Baraboo,.....	Miss B. Bassett,.....	1856	2	56	...	2,500
Benton Fem. Acad.,...	Benton,.....	Regena Malquena,...	1862	26	126	20	15,000
Brunson Institute,...	Point Bluff,.....	Prof. G. W. Case,....	1856	3	110	5	10,000
Durand Institute,...	Durand,.....	Prof. J. R. Hanan,....	1862	3	75	...	5,000
Evansville Seminary,	Evansville, .....	Rev. H. Colman, ....	1856	5	216	...	10,000
Lancaster Institute,...	Lancaster,.....	Prof. John J. Copp,...	1857	4	230	...	2,500
Milton Academy,.....	Milton,.....	Rev. W. C. Whitford,	1854	7	292	40	15,000
Oconomowoc Sem.,...	Oconomowoc, ....	Miss Grace P. Jones,	1856	6	50	3	4,200
Platteville Academy,	Platteville,.....	Prof. G. M. Guernsey,	1843	3	200	...	25,000
Waterloo Academy,...	Waterloo,.....	Prof. S. A. Hall,.....	1852	4	60	...	.....
Waukesha Seminary,	Waukesha, .....	Rev. M. Pope,.....	1864	3	29	...	.....
Wesleyan Seminary,	West Eau Claire,	Prof. S. M. White,...	1862	3	75	...	2,000
Total,.....	.....	.....	.....	81	1950	78	\$109,200

There are, probably, schools not embraced in the foregoing table that ought to have been reported. The German English Academy of Milwaukee is omitted, but it is well known to be admirably managed by its accomplished principal and efficient board of trustees. The course of study is practical, and its discipline excellent. It possesses a cabinet well arranged and sufficiently extensive for purposes of instruction, and the school is doubtless one of the best in the West.

No reports are received from the high schools, containing definite information in regard to them. They are included in the general report. There are schools of this class in Beloit, Berlin, Delavan, Fond du Lac, Janesville, Kenosha, Oshkosh, Portage, Racine and Waupun which are inferior to none in the state. It is to this class of schools and to our academies that we must look for the training that is to fit our young men for the practical pursuits of life. Every city and village ought to found

a high school as soon as practicable, to complement its primary and grammar schools, and many of the thickly settled towns of the state could, with great advantage, make provision for educating their children by founding central schools of a grade higher than the ordinary public schools.

#### COLLEGES AND UNIVERSITIES.

There are nine colleges and universities in the state. Each has been struggling for a right to live; and several, it is hoped, have secured it. Some are endowed, and thus give promise of future usefulness. While these endowments are small, in comparison with those of older institutions, they nevertheless show an appreciation of higher culture. A large number of those attending this class of schools are members of the preparatory departments. Until the High Schools and Academies shall fit boys to enter upon the collegiate course, the preparatory departments of the colleges cannot be dispensed with, but it is believed that the day of small things is passing away, and that the higher institutions will soon be relieved of work that does not legitimately belong to them.

The need of higher education begins to be felt by the people of the state. If our public schools are to realize the hopes indulged in regard to them, they must be energized by influences originating above and not below them. This is the law of educational development. In the past history of our state there is found little evidence of general interest in higher education. Nor is this surprising, when the social condition of a new state is considered. The first work to be done is to subdue nature, and provide for physical well being, to clear the land, to make roads, to build houses, and to provide such institutions as are indispensable to the existence of society. Education was early recognized as a prime necessity, but it was that kind of education essential to society in an undeveloped state, but, with increased wealth and diversified pursuits we may look for a wider popular sympathy with intellectual culture, and a more efficient support of higher institutions of learning. The wide spread sympathy with popular education and popular literature, which we observe, must culminate in a desire for systematic and generous culture. The opinion that our public schools can meet the educational wants of the state is both fallacious and mischievous. In them are taught those things necessary to be known by every member of the community. They do not rise above the average intelligence of the people; they are the exponents of the average at different times. They do not represent the attainments of the most advanced members of the community on the one hand, nor the ignorance and prejudice of the least advanced on the other. But society should be progressive. This implies the discovery of new truths and their application to the needs of humanity. But new truths are the result of long study and calm reflection. They are revealed to but few at first. Necessary to their discovery are libraries, museums, apparatus. These, with learned men, constitute a college or university. Opposition to institutions that afford leisure and facilities for research and study, betrays a lack of sympathy with the progress of society, as well as a want of knowl-

edge of the conditions of its advancement. It is the duty of the state to cherish and aid its higher institutions, for it thereby most effectually secures the prosperity of all. This may not be the most propitious time to consider the claims of these schools, but there is little doubt that when the time arrives, their importance to the prosperity of the state will secure for them a favorable consideration.

The following is an abstract of the reports in regard to colleges and universities returned by county superintendents:



# ABSTRACT OF REPORTS OF UNIVERSITIES AND COLLEGES,

For the year ending August 31, 1865.

Corporate name of Institution.	Place where Located.	Name of President.	Date of Organization.	No. of Members of Faculty.	No. of Seniors.	No. of Juniors.	No. of Sophomores.	No. of Freshmen.	No. of Preparatory Students.	Total No. of Students.	Total No. of Graduates.	Cash value of Buildings and Grounds.	Amount of Endowment.	Amount of Revenue derived from Endowment.
University of Wisconsin,	Madison,.....	Rev. J. W. Sterling,.....	1848	9	7	5	5	24	255	297	53	150,000	157,170	10,002
Beloit College,.....	Beloit,.....	Rev. A. L. Chapin,.....	1848	8	20	14	18	30	120	202	89	40,000	200,000	10,000
Galesville University,...	Galesville,.....	H. Gilliland,.....	1859	8	...	6	40	46	5	46	5	12,000	80,000	300
Ripon College,.....	Ripon,.....	Rev. W. E. Merriman,...	1858	8	...	9	6	8	181	149	...	35,000	5,000	350
Racine College,.....	Racine,.....	Rev. James De Koven,...	1852	10	...	...	...	...	120	186	...	...	...	...
Sinsinawa Mound College,	Sinsinawa Mound,...	Rev. James Rooney,....	1849	...	...	...	...	...	...	...	...	26,000	...	...
Lawrence University,....	Appleton,.....	Rev. G. M. Steele,.....	1847	7	5	10	20	24	210	269	77	...	...	...
Wisconsin Female College	Fox Lake,.....	Miss C. A. Bodge,.....	1856	5	4	...	6	...	...	120	5	20,000	...	...
Wayland University,.....	Beaver Dam,.....	Rev. H. H. Trask,.....	1855	5	...	...	...	...	...	220	...	25,000	...	...
Totals,.....	.....	.....	.....	56	36	38	55	87	877	1489	223	\$307,000	\$392,170	\$20,652

## SCHOOL FUND.

The amounts belonging to the productive portion of the school fund, on the 30th day of September, 1865, were as follows :

Amount due on land sold on certificates,.....	\$875,087 11
Amount due on mortgages,.....	289,122 75
Amount of certificates of state indebtedness,.....	897,000 00
Amount of state bonds,.....	108,700 00

Fund bearing 7 per cent. interest, .....	<u>\$1,964,859 86</u>
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The condition of this fund on the 30th day of September, 1864, was as follows :

Amount due on land sold on certificates,.....	\$861,217 50
Amount due on mortgages,.....	571,185 90
Amount of certificates of state indebtedness,.....	516,800 00
Amount of state bonds,.....	103,700 00
Amount of swamp land certificates and loans,.....	60,070 09

Fund bearing 7 per cent. interest,.....	<u>\$2,118,423 56</u>
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The revenue accruing to the school fund from the sales of swamp lands previous to June 1st, 1865, was, by chapter 537 of the laws of 1865, abolished; and in lieu thereof, twenty-five per cent. of the income of the normal school fund is to be annually apportioned with the income of the school fund, until such income shall reach the sum of two hundred thousand dollars. Under the provisions of the act referred to there has been transferred from the productive school fund of 1864 to the normal school fund \$248,460 00. This amount did not belong to the school fund on account of sales of school lands, but was the net proceeds of money transferred from sales of swamp and selected lands to the school fund and loaned in 1857 and 1858.

There is a decrease in the amount due on lands sold on certificates, of \$186,180 46; and in the amount due on mortgages of \$282,013 15, making \$468,193 61. This arises from payments and forfeitures exceeding the loans to individuals during the year. All loans made from this fund during the past year have been made to the state. This is indicated by an increase of \$280,700 in certificates of state indebtedness, which is \$87,493 71 less than the decrease on individual loans. Adding to this the sum of \$66,070 09 reported last year as due on swamp land loans and certificates, and we have \$153,563 80 as the decrease in the productive portion of the school fund for the past year.

If one-fourth of the normal school fund be added to the school fund, the

2SUPT.

total amount, the income from which will be apportioned in June next, as follows :

Amount due on land sold on certificates,.....	\$675,037 11
Amount due on mortgages,.....	289,123 75
Amount due on certificates of state indebtedness,.....	897,000 00
Amount due on state bonds,.....	103,700 00
One quarter of the normal school fund,.....	146,645 46
Total,.....	<u>\$2,113,506 32</u>

The school fund, as reported by the superintendents of public instruction for the past seventeen years, is as follows :

1849, .....	\$8,500 00
1850, .....	533,094 41
1851, .....	765,109 49
1852, .....	819,200 50
1853, .....	1,141,804 28
1854, .....	1,670,258 77
1855, .....	1,897,269 80
1856, .....	1,859,242 82
1857, .....	2,007,944 15
1858, .....	2,845,846 34
1859, .....	2,786,767 03
1860, .....	2,389,694 49
1861, .....	2,458,851 49
1862, .....	2,219,905 59
1863, .....	2,262,466 15
1864, .....	2,118,428 56
1865, .....	<u>2,113,506 32</u>

It will be seen that the fund reached its maximum in 1858, since which time it has annually decreased, except in 1861 and 1863. The loss to the productive fund has now reached \$732,340 02. Of course, this loss is not absolute. As the productive fund diminishes, the non-productive fund increases, but, there is reason to think that a large part of the apparent loss, above mentioned, is real, on account of the worthless security that loans were based upon during the first ten years of the administration of the fund. The manner of investing the trust funds of the state, at present adopted, precludes the possibility of loss, and it is hoped that not another dollar may ever be loaned to individuals. If the past shall render us wiser for the future, it will in some degree, compensate us for the humiliation, although it cannot remove the disgrace which every honest citizen feels as he reviews the early history of the common school fund of the state,

The non-productive portion of the school fund consists of 16th section lands and the 500,000 acre tract.

On the 30th of September, 1865, of the lands owned by the state, the number of acres belonging to the School Fund was as follows:

	16TH SECTION.	500,000 ACRE TRACT.	Total Number of Acres.
	No. Acres.	No. Acres.	
State lands forfeited,.....	807, 378 00	102, 628. 00	410, 006. 00
State lands unsold,.....	105, 035. 00	.....	105, 035. 00
State lands never offered,.....	40. 00	.....	40. 00
Total number of acres,.....	412, 458. 00	102, 628. 00	515, 081. 00

The number of acres forfeited for the year ending September 30, 1865 was 25,740.65.

The dues on forfeited mortgaged lands at the same date were \$144,758.98, and the payments on certificates during the last fiscal year amounted to \$143,089 49.

Various estimates as to the probable amount that the common school fund would ultimately reach, have, from year to year, been prepared. In 1849 the amount it would probably reach, was estimated by the Superintendent of Public Instruction, at \$5,119,985 52. In 1850 another estimate changed it to \$5,301,943 44. As late as 1858 the annual report from this department contained a carefully prepared estimate, fixing the sum at \$4,733,604 44. In 1860 my predecessor reduced this sum to \$3,234,156 96, and in his report for 1861 increased it to \$3,554,632 74, and in 1862, after a careful estimate made by the school land commissioners, the fund productive and prospective was estimated at \$3,480,196 95.

There is no doubt that these estimates were made with due care, but certainly, an estimate that would now fix the school fund, both present and prospective, at \$3,000,000 could scarcely be considered moderate. Were the dues on Forfeited Mortgaged Lands all paid, and should the fund realize \$1 25 per acre for all lands belonging to it, the amount would be but \$2,763,475 84 or little more than half the estimate of Hon. E. Root, made in 1850.

*The Transactions in the School Fund for the fiscal year ending September 30th, 1865, as shown by the Report of the Secretary of State, were as follows:*

	Receipts.	Disburse'mts.
Sales,.....	\$31,029 31	.....
Dues,.....	188,495 62	.....
Loans,.....	132,176 95	.....
Penalty and advertising,.....	8,471 95	.....
Fines,.....	1,692 49	.....
Taxes,.....	22,628 06	.....
U. S. for 5 per cent., due on sales of public lands,.....	148,784 06	.....
Refunded from Brown county,.....	7 86	.....
Transferred from school fund income,.....	14 00	.....
	<b>\$528,800 80</b>	
Adams county, delinquent tax, .....		\$78 63
Ashland,.....do.....		46 37
Brown,.....do.....		645 18
Buffalo.....do.....		448 12
Burnett,.....do.....		21 09
Calumet,.....do.....		1,484 78
Chippewa,.....do.....		255 83
Clark,.....do.....		198 45
Columbia,.....do.....		286 16
Crawford,.....do.....		117 08
Dallas,.....do.....		5 44
Dane,.....do.....		361 62
Dodge,.....do.....		45 18
Door,.....do.....		236 93
Douglas,.....do.....		58 58
Dunn,.....do.....		225 89
Eau Claire,.....do.....		231 71
Fond du Lac,.....do.....		112 68
Grant,.....do.....		518 85
Green,.....do.....		80 26
Green Lake,.....do.....		45 29
Iowa,.....do.....		771 79
Jackson,.....do.....		619 14
Jefferson,.....do.....		56 33
Juneau,.....do.....		110 04
Kewaunee,.....do.....		436 28
La Crosse,.....do.....		443 92
La Fayette,.....do.....		308 40
Manitowoc,.....do.....		828 40
Marathon,.....do.....		299 48
Marquette.....do.....		196 92
Milwaukee,.....do.....		128 09
Monroe,.....do.....		857 25
Oconto,.....do.....		228 75
Outagamie,.....do.....		1,690 67
Osaukee,.....do.....		10 88
Pepin,.....do.....		18 64
Pierce,.....do.....		1,598 37

## TRANSACTIONS IN THE SCHOOL FUND—continued.

	Receipts.	Disbursements.
Polk, county, delinquent tax,.....		\$150 80
Portage.....do.....		298 89
Racine,.....do.....		11 99
Richland,.....do.....		1,010 51
Rock,.....do.....		118 86
St. Croix,.....do.....		2,308 61
Sauk,.....do.....		579 18
Shawano,.....do.....		1,168 06
Sheboygan,.....do.....		52 06
Trempealeau,.....do.....		316 69
Vernon,.....do.....		824 55
Washington,.....do.....		17 09
Waukesha,.....do.....		8 81
Waupaca,.....do.....		494 85
Waushara,.....do.....		178 05
Winnebago,.....do.....		74 96
Wood,.....do.....		163 77
Atwood & Rublee, printing and advertising,.....		1,716 09
L. M. Andrews & Co., advertising forfeited lands,.....		20 00
Bintliff & Carr,.....do.....		14 73
J. W. Blake,.....do.....		29 50
J. M. Brackett,.....do.....		28 50
Brannan & Turner,.....do.....		30 00
T. O. Brainard,.....do.....		32 14
Bliss & Otis,.....do.....		25 65
J. R. Bohan,.....do.....		8 75
J. C. Cover,.....do.....		15 75
E. Coleman,.....do.....		22 50
G. W. Carpenter,.....do.....		11 12
Carney & Stout,.....do.....		12 43
Edward Decker,.....do.....		50
W. H. Farnham,.....do.....		8 50
Gray & Davis,.....do.....		15 00
Geo. Gray & Co.,.....do.....		2 50
R. Hopkins,.....do.....		10 00
T. S. Haughwout,.....do.....		20 50
J. P. Humes,.....do.....		25 00
Jos. Harris,.....do.....		3 50
C. S. Hart,.....do.....		38 00
J. B. Ingraham,.....do.....		10 76
C. Johnson,.....do.....		19 50
Knapp, Stout & Co.,.....do.....		12 00
Leland & Bennett,.....do.....		10 50
Frank Leland,.....do.....		2 50
S. S. Luce,.....do.....		26 00
A. J. Lawson,.....do.....		7 00
D. McBride,.....do.....		27 50
W. J. Park, printing,.....		445 30
Pease & Cogan, advertising forfeited lands,.....		41 76
Robinson & Bro.,.....do.....		19 83
Reed & Hughes,.....do.....		18 00
E. D. Ross,.....do.....		32 00
Rockwell & Upham,.....do.....		42 50
H. N. Ross,.....do.....		18 15

## TRANSACTIONS IN THE SCHOOL FUND—concluded.

	Receipts.	Disbursements.
C. E. & L. C. Redfield, advertising forfeited lands,.....		28 50
J. A. Smith,.....do.....		7 78
Stowers & Lockerby,.....do.....		18 00
A. C. Sanford,.....do.....		21 25
C. K. Shaw,.....do.....		12 32
Smith & Benton,.....do.....		12 50
J. A. Somerby,.....do.....		66 00
S. W. Smith,.....do.....		28 32
C. Seymour,.....do.....		27 00
Schoff, Winnegar & Co., ....do.....		19 50
J. B. & H. M. Stocking,....do.....		20 50
B. Tompkins,.....do.....		14 01
T. L. Terry & Co,.....do.....		12 00
Thomson & Roberis,.....do.....		26 50
H. A. Taylor & Co.....do.....		74 50
John Turner,.....do.....		21 91
L. A. Taylor,.....do.....		32 00
G. Van Waters,.....do.....		4 84
L. B. Wright,.....do.....		18 83
T. O. Wisner,.....do.....		24 00
C. D. Waldo,.....do.....		10 40
W. H. & J. H. Waggoner,....do.....		80 50
Loans, .....		480, 778 00
Refunded,.....		1, 746 79
Transferred to normal school fund,.....		14, 170 58
	528, 800 30	521, 334 19
Balance September 30, 1864,.....	8, 498 94	
Balance September 30, 1865,.....		10, 465 06
	\$531, 799 24	\$531, 799 24

The amount received from "fines collected in the several counties for any breach of the penal laws," is \$1,692 49. Attention was, in the last report from this department, directed to the fact that the additions to the school fund from this source are but a fraction of what all believe they should be. It was then suggested that "every county treasurer should, by law, be required to keep an accurate account of all moneys paid to him on account of fines, penalties and forfeitures, separate and distinct from other accounts, and of the expenses deducted by the supervisors, as authorized by section 7, chapter 121, laws of 1859, and a statement in detail should be transmitted to the state treasurer accompanying the amount paid into the state treasury. An annual report of the condition of this account should be required from every county treasurer to the state treasurer, whether the expenses incurred by the county for prosecuting for fines, etc., exceed the receipts or not."

The constitutional provision making "the clear proceeds of all fines collected in the several counties," a source of revenue to the common school fund of the state, is wise and beneficent, and the necessity of rendering it more efficient by legislation, is respectfully urged upon the attention of the legislature.

The five per centum of the net proceeds of sales of public lands, so long withheld by the general government on account of an unadjusted claim against the state, has been paid during the past year, and the accounts between the state and the United States have been settled. The adjustment of this claim is due to the wisely directed and persevering efforts of Attorney General Smith.

It appears that on the 31st day of December, 1862, the amount of the five per centum fund was \$250,139 11. By section 2, article X, of the state constitution this fund is set apart as a portion of the common school fund. It seems however that the United States has withheld \$101,262 33 on account of canal lands, sold by the state, the proceeds of which accrued to the benefit of the state. It would seem therefore that the state *owes* the school fund \$101,262 33, this being that part of the five per centum fund, that has been used for general purposes. The attention of the legislature is respectfully called to the subject. The amounts due the state as government lands are sold, will not hereafter be withheld, and a small increase to the school fund, year by year, may be expected.

The sum of \$2,261 39 has been paid for printing. This is done under section 20, chapter 6 of the revised statutes. The school fund ought not to be charged for the printing required for the use of the School Land Commissioners and State Superintendent, and the section ought to be amended.

Every safeguard ought to be thrown around the educational funds, and the practice of charging them with the expense of their management is one that can be defended by no valid argument.

Section 2 of article 10 of the constitution is plain on this point. It provides that "the proceeds of all lands that have been or hereafter may be granted by the United States to this State, for educational purposes, (except lands heretofore granted for the purposes of a university), and all moneys, and the clear proceeds of all property that may accrue to



"the state by forfeiture or escheat; and all moneys which may be paid  
 "as an equivalent for exemption from military duty; and the clear pro-  
 "ceeds of all fines collected in the several counties for any breach of the  
 "penal laws; and all moneys arising from any grant to the state, where  
 "the purposes of such grant are not specified; and the five hundred  
 "thousand acres of lands to which the state is entitled, by the provis-  
 "ions of an act of Congress, entitled 'an act to appropriate the proceeds  
 "of the sales of public lands, and to grant pre emption rights,' approved  
 "the fourth day of September, one thousand eight hundred and forty-  
 "one; and also the five per centum of the net proceeds of the public  
 "lands to which the state shall be entitled on her admission into the  
 "union, (if Congress shall consent to such appropriation of the two  
 "grants last mentioned), shall be set apart as a separate fund, to be called  
 "the school fund, the interest of which, and all other revenues derived  
 "from the school lands, shall be exclusively applied to the following ob-  
 "jects, to wit:

"1. To the support and maintenance of common schools in each school  
 "district, and the purchase of suitable libraries and apparatus therefor.

"2. The residue shall be appropriated to the support and maintenance  
 "of academies and normal schools, and suitable libraries and apparatus  
 "therefor."

The provisions of the constitution are palpably violated and its re-  
 quirements utterly disregarded, if the "*proceeds*" of lands granted for  
 educational purposes are diverted from the original purpose of the dona-  
 tion, and used to pay for printing or for any other object. The obliga-  
 tion resting on the people is as clear as words can express it, and that  
 portion of section 6, chapter 30, referred to can be justified neither by  
 necessity, honesty nor sound policy.

## SCHOOL FUND INCOME.

*The following statement shows the transactions in the School Fund Income for the year ending September 30th, 1865.*

	Receipts.	Disbursements.
Interest on land and loans,.....	\$158, 042 47	.....
Penalty for trespass on timber lands,.....	1, 621 52	.....
Sale of dictionaries, as per chap. 41, laws '61,.....	40 50	.....
Sale of timber,.....	352 50	.....
Transfer from Swamp Land Fund Income,.....	3, 224 49	.....
Apportionment to counties,.....		\$151, 816 34
L. M. Andrews, advertising forfeited lands,.....		7 50
Atwood & Rublee, printing and advertising,.....		182 52
H. Borchenius, clerk, land department,.....		1, 000 00
J. A. Bate, chief clerk, land department,.....		1, 200 00
C. S. Boardman, clerk, protecting lands,.....		168 00
J. W. Blake, advertising forfeited state lands,.....		10 62
Brannan & Turner,.....do.....		18 28
F. O. Brainard,.....do.....		5 68
J. R. Bohan,.....do.....		5 00
J. F. Bryant, clerk, protecting lands,.....		36 78
W. C. Bradley, clerk, land department,.....		225 00
Bliss & Son, advertising forfeited lands,.....		18 58
J. T. Clark, appraising forfeited mortgaged lands,.....		80 48
J. B. Crosby, clerk, land department,.....		375 00
Carney & Stout, advertising forfeited lands,.....		15 82
C. W. Carpenter,.....do.....		5 00
W. E. & J. F. Cramer,.....		10 68
W. H. Davenport, clerk, land department,.....		491 14
G. De Witt Elwood,.....do.....		245 21
K. J. Fleischer,.....do.....		701 41
W. H. Farnham, advertising forfeited lands,.....		7 08
J. R. Gibbs, clerk, land department,.....		138 00
Gray & Davis, advertising forfeited lands,.....		5 75
J. R. Hurlbut, appraising forfeited mortgaged lands,.....		14 00
J. J. Hawley, clerk, land department,.....		574 77
E. S. Hammond, clerk, protecting lands,.....		125 00
J. R. Hume, advertising forfeited lands,.....		8 29
C. S. Hart,.....do.....		8 09
H. F. Hubbard, clerk, land department,.....		47 50
J. E. Ingraham, advertising forfeited lands,.....		8 84
Iberg & Co.,.....do.....		5 00
B. A. Jones, clerk, protecting lands,.....		229 58
C. B. Jackson,.....do.....		20 68
A. G. Knight, appraising forfeited mortgaged lands,.....		8 86
S. R. Kinney,.....do.....		14 00
A. Keyes, clerk, protecting lands,.....		386 49
Knapp, Stout & Co., advertising forfeited lands,.....		5 09
Lyon & Barts, appraising forfeited lands,.....		93 84
Frank Leland, advertising forfeited lands,.....		5 00
S. S. Luce,.....do.....		91
E. S. McBride, clerk, land department,.....		167 00
J. G. McMyynn, Webster's dictionaries,.....		800 00

## SCHOOL FUND INCOME—concluded.

	Receipts.	Disbursements.
H. S. Marsh, clerk, land department,.....		\$916 00
D. Malbon, clerk, protecting lands,.....		1, 416 08
A. Menges, clerk, land department,.....		400 00
W. Murphy, clerk, protecting lands,.....		133 37
R. Palmer, appraising forfeited lands,.....		5 00
W. J. Park, printing,.....		361 19
Peabody & Wing, appraising forfeited mortgaged lands,.....		25 00
R. G. Pope, clerk, protecting lands,.....		44 39
James Ross, clerk, land department,.....		205 23
D. Rowe, clerk, land department,.....		800 00
Robinson & Bro., advertising forfeited lands,.....		8 75
M. D. Ross,.....do.....		5 00
Reed & Hughes,.....do.....		12 31
Rockwell & Upham,.....do.....		5 00
J. B. Redfield,.....do.....		4 59
H. N. Ross,.....do.....		7 36
A. C. Stuntz, clerk, protecting lands,.....		223 37
Smith & Benton, advertising forfeited lands,.....		5 00
J. A. Somerby,.....do.....		8 04
S. W. Smith,.....do.....		9 36
Schoff, Winnegar & Co.,.....do.....		6 25
A. C. Sandford,.....do.....		7 87
J. B. & H. M. Stocking,.....do.....		10 30
Stowers & Lockerby,.....do.....		15 03
M. Safford,.....do.....		6 12
Smith & Salomon, costs, State vs. Pomeroy,.....		32 60
D. H. Tullis, clerk, land department,.....		600 00
H. A. Taylor, advertising forfeited lands,.....		6 10
J. Turner,.....do.....		9 80
T. L. Terry & Co.,.....do.....		5 00
Thompson & Roberts,.....do.....		7 50
L. A. Taylor,.....do.....		6 25
H. A. Taylor & Co.,.....do.....		7 11
G. Van Waters,.....do.....		2 59
Van Waters & Knapp,.....do.....		2 56
O. P. Williams, appraising forfeited mortgaged lands,.....		30 72
Emil Walber, clerk, land department,.....		366 06
W. J. & J. H. Waggoner, advertising forfeited lands,.....		4 15
C. D. Waldo,.....do.....		7 06
L. B. Wright,.....do.....		5 00
F. O. Wisner,.....do.....		10 24
E. M. Williamson, clerk, protecting lands,.....		6 20
Refunded,.....		8, 551 26
Transferred to school fund,.....		14 00
Transferred to commissioners' contingent fund,.....		68 75
Transferred to normal school fund income,.....		4, 154 71
	<b>\$163, 281 48</b>	<b>177, 809 87</b>
Balance September 30, 1864,.....	<b>14, 986 33</b>	.....
Balance September 30, 1865,.....		<b>407 94</b>
	<b>\$178, 217 81</b>	<b>\$178, 217 81</b>

Of the amount disbursed, \$8,552 32 was paid for clerk hire in the land department, \$2,739 89 for protecting state lands, and \$858 60 for printing and advertising. The practice of paying for the management and custody of the School and University Funds from the income of the funds, is believed to be founded in neither justice nor sound policy.

The Constitution of the State provides, that "the interest and all other revenues derived from the school lands shall be *exclusively* applied to "the support of common schools," etc. It would seem that the use of the interest and other revenues, in payment of clerk hire, protecting lands, printing, etc., is not using them for the object specified.

This constitutional provision is the foundation of our public school system: Every dollar taken from the income of the School Fund, in disregard of this provision, endangers the whole superstructure. The income is annually diminishing, as our population is increasing. Already the amount apportioned to some districts is so small as to afford no inducement to make that local effort that no other agency can arouse. Any argument that will justify the taking of a part will apply to the whole. If it were just and becoming for the State to charge the income of an educational trust fund for guarding and investing it, the difficulty of determining the ratio of expense thus incurred to the expenses of the State would be a sound and strong objection to the policy. The tendency is to charge the income of the trust funds with all the expenses that can legitimately be traced to them, and there is more attention given to the disbursements from the general fund than to those that the people less directly feel. Were the policy of the state so changed as to increase the principal and protect the income of all its educational funds, it is believed that the general prosperity would be promoted.

#### APPORTIONMENT FOR 1865.

On the 14th day of June an apportionment of the income of the school fund was made to the towns and cities of the state. The amount per scholar for all persons over four and under twenty years of age was 46 cents.

The amount apportioned was \$151,816 34, a statement of which in detail will be found in the appendix, table No. 1.

*The apportionments from 1849 to 1865, inclusive, are shown by the following table :*

Years.	No. of Children.	Apportionment.
1849.....	70, 457	
1850.....	92, 047	3 8-10 cents per scholar.
1851.....	111, 481	50.....do.....
1852.....	124, 788	48.....do.....
1853.....	138, 279	45.....do.....
1854.....	155, 125	72.....do.....
1855.....	186, 960	80 5-10.....do.....
1856.....	213, 886	70.....do.....
1857.....	241, 545	66.....do.....
1858.....	264, 977	75.....do.....
1859.....	278, 871	64.....do.....
1860.....	288, 984	64.....do.....
1861.....	299, 782	82.....do.....
1862.....	308, 656	50.....do.....
1863.....	320, 965	44.....do.....
1864.....	329, 906	47.....do.....
1865.....	335, 582	46.....do.....

The apportionment of each year is made upon the report of the previous year.

The amount apportioned, for any year, will therefore be found by multiplying the number of children reported the preceding year, by the number of cents per scholar apportioned that year.

## COST OF INSTRUCTION.

The following table shows the average tax levied for school purposes per scholar ; the amount expended for each person of school age, including the school fund income ; and the amount expended for each scholar in attendance during the past sixteen years :

Year.	Average tax per scholar for school purposes.	Am't expended for each scholar of school age.	Am't expended per scholar in attendance.
1849.....	\$1 08		
1850.....	1 23	\$1 31	\$1 95
1851.....	1 55	2 05	2 98
1852.....	1 34	1 82	2 56
1853.....	1 25	1 70	2 46
1854.....	1 96	2 68	4 12
1855.....	1 79	2 59	3 98
1856.....	2 13	2 83	4 42
1857.....	2 33	2 99	4 98
1858.....	2 29	3 04	4 82
1859.....	2 33	2 97	4 64
1860.....	2 36	3 00	4 48
1861.....	2 42	2 74	4 21
1862.....	2 31	2 81	4 40
1863.....	2 11	2 55	3 80
1864.....	2 49	2 96	4 62
1865.....	2 70	3 16	4 70

## TRAVEL, &amp;c.

During the past year I have attended institutes at Portage City, Fond du Lac, Boscobel, Black River Falls, Mauston, Wilmot, West Bend, Burlington and Elkhorn. Addresses have been delivered at various places, and schools have been visited, so far as time would permit. The number of schools is so great that but a few, comparatively, can be visited during the year. In my intercourse with teachers and school officers, I have found them earnestly desiring to co operate in all measures tending to promote the interests of education. I desire to acknowledge the uniform kindness and courtesy of the people extended towards me while visiting the various parts of the state.

The number of appeal cases decided since the date of my last report is thirteen. This is a less number than during any previous year since the establishment of our school system. The number has diminished, year by year, since the office of County Superintendent was created.

## WEBSTER'S DICTIONARY.

By authority of chapter 172, general laws of 1865, one hundred copies of Webster's Unabridged Dictionary have been purchased of Messrs G. & C. Merriam, Springfield, Mass. The number distributed since the date of the last report is 69, and the number now on hand is 99. No appropriation for the purchase of Dictionaries for distribution during the next year is necessary. The number on hand will, it is believed, meet all applications.

The following is a statement of the number distributed :

Adams, .....	1
Buffalo, .....	2
Calumet, .....	3
Clark, .....	2
Columbia, ....	1
Dane, .....	2
Dunn, .....	1
Dodge, .....	2
Door, .....	1
Douglas, .....	2
Fond du Lac, .....	1
Grant, .....	7
Green, .....	2
Iowa, .....	1
Jackson, .....	1
La Crosse, .....	4
La Fayette, .....	3
Manitowoc, .....	2
Marquette, .....	2
Menroe, .....	3
Oconto, .....	1
Outagamie, .....	2
Ozaukee, .....	1
Pepin, .....	3
Pierce, .....	3
Polk, .....	1
Portage, .....	1
Richland, .....	1
Rock, .....	3
St. Croix, .....	1
Sauk, .....	1
Sheboygan, .....	1
Vernon, .....	3
Waukesha, .....	1
Waupaca, .....	2
Waushara, .....	1

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69

Of the above number seven have been sold to districts to replace those lost by fire or theft, the remainder have been distributed to new districts heretofore unsupplied.

The account stands as follows :

On hand December 10, 1864,	68
Number purchased,	100
<b>Total,</b>	<b>168</b>
Number distributed,	69
<b>Remaining on hand December 10, 1865,</b>	<b>99</b>

### TEXT BOOKS.

The following books have been examined, and they are recommended in accordance with the requirements of section 63, chapter 10, Revised Statutes.

Desirable as uniformity in text books is, it is unattainable under existing laws. The competition amongst publishers of books, and the little difference that exists between the various rival series, together with the plausible representations made by agents of publishing houses, and the strange credulity of many District Boards and Teachers, all tend to promote changes in text books, that are as frequent as they are needless.

There is seldom need of a change when uniformity exists, and it ought never to be made by the District Board without great care and deliberation. When a change is made, both teachers and parents should be required to conform to the action of the Board.

### *Orthography.*

**WATSON'S** Phonetic Tables.  
The National Pronouncing Speller.

Spelling should be taught in connection with every school exercise. Lessons can be selected by teachers from the reading books, or from any other book used at recitation.

**WRIGHT'S** Analytical Orthography.  
**SANDERS'** Analysis.

These are useful in studying the elementary sounds as well as the parts of written words.

As authority in spelling, pronunciation and definitions,

**WEBSTER'S** Unabridged Dictionary (edition 1864) is earnestly recommended.

### *Reading Books.*

**McGUFFEY'S** Readers.  
**PARKER** and **WATSON'S** Readers.  
**SANDERS'** Union Readers.  
**WILLSON'S** School and Family Readers.



An objection to all these series is that each contains from five to seven books. District boards will find it advantageous to select from different series four books as a series adapted to the wants of their respective schools. Two for the primary class, one for the more advanced and another for the highest class, will answer for most of our district schools.

### *Arithmetics.*

STODDARD'S Intellectual Arithmetic.

RAY'S, DAVIES' or ROBINSON'S Practical Arithmetic.

RAY'S Higher Arithmetic.

The latest editions of the works on practical arithmetic should be used, as they have been carefully revised by practical teachers.

### *Penmanship and Book Keeping.*

SPENCER'S Writing Books.

BRYANT & STRATTON'S Common School Book Keeping.

BRYANT & STRATTON'S High School Book Keeping.

### *Histories.*

GOODRICH'S First Book of History, (Peter Parley).

GOODRICH'S History of the United States.

WEBER'S Outlines of History.

History should be taught *orally* in every primary school, and in schools of every grade, where classes are not formed and formal instruction given.

### *Geographies.*

WARREN'S Geographical Charts.

MITCHELL'S Outline Maps.

WHITE'S Class Book of Geography.

The latter is designed to accompany the outline maps. No Primary Geography is recommended, as all instruction in this subject in the primary schools should be *oral*.

MCNALLY'S Geography.

MITCHELL'S Geography.

These are extensively used and adapted to common schools.

The Comprehensive Geography, (Allen & Shaw).

This work embraces all that can be taught on the subject in most schools, and is worthy of the attention of District Boards.

### *English Grammars.*

KERL'S Common School Grammar.

GREENE'S Grammar.

BROWN'S Grammar.

No primary work is recommended. Children should be taught to *speak correctly*, but the *science of language* cannot be taught in a primary school.

### *Composition.*

LILIENTHAL'S Things Taught.  
QUACKENBOS' Composition.  
WILSON'S Treatise on Punctuation.

### *Natural Science, etc.*

WELLS' Natural Philosophy.  
STOCKHARDT'S Chemistry.  
LOOMIS' Physiology.  
GRAY'S Botany.  
OLMSTED'S Astronomy. (Common School Edition).  
LOOMIS' Geology.  
WARREN'S Physical Geography.  
WAYLAND'S Political Economy.  
CHAPMAN'S Agricultural Chemistry.

### *Mathematics.*

RAY'S Algebras.  
ROBINSON'S Geometry and Trigonometry.  
OLMSTED'S Natural Philosophy. (University Edition).  
ROBINSON'S Astronomy. (University Edition).

### *Mental and Moral Science.*

WAYLAND'S Intellectual Philosophy.  
WAYLAND'S Moral Science.  
WHATELY'S Logic.

*Cowdery's Moral Lessons* is recommended to teachers of all grades of schools, as suggestive as well as instructive.

### *Books of Reference.*

WEBSTER'S Unabridged Dictionary, (Edition 1864).  
FOWLER'S English Grammar.  
TRENCH'S Study of Words.  
LIPPINCOTT'S Gazetteer of the World.  
URE'S Dictionary of Arts.  
ANTHON'S Classical Dictionary.  
APPLETON'S Cyclopedia of Biography.  
CHAMBERS' Encyclopedia; or,  
APPLETON'S New American Cyclopedia.  
3SUPT.

*Books for Teachers.*

BARNARD's Papers for the Teacher.  
 PAGE's Theory and Practice of Teaching.  
 EMERSON's School and Schoolmaster.  
 CALKINS' Object Lessons.  
 LEWIS' Gymnastics.  
 HERBERT SPENCER on Education.  
 JOHONNOT's Country School Houses.  
 WELLS' Graded Schools.

## COUNTY SUPERINTENDENCY.

The law creating this office was passed in 1861, and has therefore been in operation four years, a time sufficient to enable us to form an opinion of its worth and utility. Our experience has not been unlike that of other states. The beneficial results of the present system are seen in better school houses, better methods of instruction, and more harmony of action among the people in managing school affairs. If, in some cases, reasonable expectations have not been realized, the fault is justly chargeable upon the people themselves. It sometimes happens, that through political influence, incompetent men are nominated and elected, or competent men are not retained in office, but no system can be devised that will not depend upon the intelligence of the people for its efficiency.

Were it possible to secure the services of a school officer in each town, who should be well qualified to perform the duties of Superintendent, it might be desirable to endeavor to secure a more direct and thorough supervision than at present exists, but there are few towns in the state where this could be done.

That the supervision is now more thorough, systematic and useful, than before the present system was adopted, very few persons will deny. Could the "Township District System" be adopted to *supplement* rather than supersede the County Superintendent System, we should secure coherency and increased efficiency throughout our common school system.

A meeting of county and city Superintendents, called by the State Superintendent, was held at Whitewater, August 2d, 1865. The following report of the proceedings embraces all of general interest:

The meeting was called to order by the State Superintendent, and J. K. Purdy was chosen Secretary.

The roll of Superintendents was called, and the following reported present:

D. W. Rosenkrans, Columbia county.  
 A. B. Prentice, 1st district, Dane county.  
 S. L. Hooker, 2d district, Dane county.  
 R. M. Parmelee, 2d district, Dodge county.  
 D. G. Purman, Grant county.  
 J. K. Purdy, Jefferson county.  
 R. Graham, Kenosha county.  
 H. A. Richards, 1st district, Rock county.

A. Whitford, 2d district, Rock county.  
 J. W. Morley, Sauk county.  
 Hartwell Allen, Vernon county.  
 O. R. Smith, Walworth county.  
 A. D. Hendrickson, Waukesha county  
 S. H. Peabody, Racine city.  
 F. C. Pomeroy, Milwaukee city.  
 H. A. Forbes, Sheboygan county.  
 S. D. Gaylord, Sheboygan city.

Hon. J. G. McMynn brought the subjects for consideration before the Association in the following address:

"GENTLEMEN.—It affords me great pleasure to meet you on the present occasion. I trust that your deliberations will be beneficial to the State, for I know that you will consider the questions that may be brought before you with calmness, candor and sagacity. Among the topics deserving your attention are

"1. *The Examination of Teachers* This is so prominent and important a part of your official duty that it is very desirable that general principles should be recognized, and methods of proceeding agreed upon, so far as the varying circumstances of different localities will admit of agreement.

"2. *The Normal School Policy of our State.* With a Normal School Fund of over \$575,000, and 450,000 acres of land, and an income, at the present time, of at least \$80,000 per annum, it is very important that the results of your observation and experience should be made available in guiding the Board of Regents of Normal Schools in the difficult work of making provision for the better education of teachers.

"3. *The Subject of Monthly Reports.* A judicious system of reports is so essential to every department of business that your attention is called to this subject with a hope that some forms embracing what is necessary and general, and providing for what is local and special, may be presented and adopted.

"4. *The Awakening more Interest among the People.*—While we may reasonably hope that more attention will be drawn to the part that general education has played in the late struggle for the national life, yet, it is believed that much good may be done by some systematic effort on the part of school officers and teachers to call individual attention to the nature, scope and claims of the public school. This can be accomplished through the medium of the newspaper and educational tract.

"While other topics will suggest themselves, these are believed to be worthy your special attention, and I would request for them your careful and earnest consideration."

Superintendent Peabody offered the following resolution:

"Resolved, That so much of the address of the Chairman of this Convention as relates to "Examination of Teachers," the "Normal School Policy of the State," "Monthly Reports," and "The Means of Securing Greater Interest in Education," be referred to a committee of three, who shall nominate committees of two, and assign to each one of these committees a topic on which to report; the action of said committees of three to be subject to the approval of the Convention."

The resolution passed, and Messrs. Peabody, Rosenkrans and Hendrickson were appointed said committee.

The committee of three made the following report on sub-committees:

"On 'Examination of Teachers,' Messrs. Pomeroy and Rosenkrans; 'Normal School Policy,' Messrs. Smith and Whitford; 'Monthly Reports,' Messrs. Purdy and Prentice; 'Securing Interest in Education,' Messrs. Hooker and Morley."

The convention adjourned to eleven o'clock on Thursday morning.

THURSDAY, 11 O'CLOCK A. M.

The Convention was called to order, the Hon. J. G. McMynn in the chair.

The committee on the "Normal School Policy of the State" submitted the following report:

"WHEREAS, Normal Schools are an essential part of every system of Public Instruction; and,

"WHEREAS, The Legislature of this State, at its last session, did, with singular wisdom, make liberal provision for their support; therefore,

"Resolved, 1. That a system of Normal Schools for the training of teachers is an indispensable necessity to the progress of education in this State.

"2. That the experience of other countries, as well as our own, proves that Normal Schools cannot be engrafted upon or made subordinate departments of other institutions of learning.

"3. That several Normal Schools properly located in different parts of the State, and each maintained at moderate expense, would be more efficient and economical than one State Normal School, however liberally supported.

"4. That our Normal Schools should be organized and conducted with special reference to the training of teachers for the Public Schools of the State, and as a means to this end there should be established, in connection with each Normal School, one Model School, in which all teachers may put in practice the knowledge gained by them through study."

Mr Morley moved the acceptance of the report. Carried.]

Mr. Rosekrans moved the adoption of the first resolution. After some explanatory remarks by the mover the resolution was adopted.

A motion was made by Mr. Craig to adopt the second resolution. After discussion by Messrs. A. Whitford, Gaylord and McMynn, the motion was carried.

The meeting then adjourned to meet at 2 p. m., in Montague's law office.

2 O'CLOCK, P. M.

The meeting was called to order by the Chairman, and the roll of Superintendents called and corrected.

A motion was made to adopt the third resolution. It was discussed by Messrs. Peabody, Pomeroy, Rosenkrans and Gaylord.]

Mr. Gaylord offered the following substitute:

"Resolved, That it is the opinion of this convention that the interests of the State will be subserved by the establishment of at least two Normal Schools, located in different parts of the State."

After further discussion by Superintendent Morley, Prentice, Graham and Smith, and explanations of the State Superintendent on the origin and amount of the Normal School Fund, the vote was taken by call of the roll, with the following result:

AYES—Superintendents Rosenkrans, Prentice, Parmelee, Hooker, Purman, Purdy, Allen, Hendrickson, Richards, Gaylord—10.

NOES—Superintendents Graham, Whitford, Morley, Smith, Peabody, Pomeroy—6.

The fourth resolution was unanimously adopted.

On motion, all of the resolutions as amended were unanimously adopted, as the sense of this Convention.

Superintendent Smith offered the following resolution:

"WHEREAS, The necessities of our Public Schools demand, on the part of those who have in charge their interests, increased effort and greater uniformity of measures and concert of action; and,

"WHEREAS, They can be in a great measure secured by a more general interchange of views and opinions on the part of School Superintendents of the State; therefore,

*Resolved*, That the State Superintendent of Public Instruction be requested to call a convention of School Superintendents, at such time and place as he may think proper, and take such measures as he may deem best, to secure a general attendance at such convention."

After remarks made by Messrs. Rosenkrans, McMynn and others, the resolution was adopted.

D. W. Rosenkrans, chairman of the committee on "Examination of Teachers," submitted the following report :

"The committee to whom was referred so much of the President's address as relates to 'Examination of Teachers,' beg leave respectfully to report :

"That, in their opinion, this subject is in importance second to none, so far as its practical bearing on the immediate interests of the Common School System of the State is concerned. The utility and necessity of a system of examinations, and that such examinations should be as thorough and practicable as possible, is admitted by all.

"The system of public written and oral examinations, adopted under our present School Code, and now in general use by the County Superintendents in the several counties of the State, we believe to be most nearly correct in principle of any system of examinations with which we are acquainted, although as yet but imperfectly developed and carried out in many cases. We would therefore propose the following resolutions :

*Resolved*, That this convention does not deem advisable, at present, any radical change in our present system of examination for teachers of Common Schools, but would recommend that each Superintendent should endeavor to improve and perfect his application of the principles sought to be embodied in that system.

*Resolved*, That the standard of relative attainments to be required of each person examined for certificates of the 3d, 2d and 1st grades, respectively, should for the present remain as heretofore fixed, viz; at 5, 6 or 7 in each branch, on a scale of 10, leaving it to each Superintendent to fix the standard in his own county as much above the minimum as the state of advancement in such county will admit.

"D. W. ROSENKRANS,

"F. C. POMEROY,

*Committee.*

Report accepted. Superintendent Smith moved its adoption. Discussed by Messrs. Morley, Rosenkrans and Prentice. Adopted.

The Committee on Monthly Reports submitted the following :

"WHEREAS, It is necessary to have a more direct and thorough accountability of teachers to their Superintendents, thereby stimulating them to greater efforts to keep up the interest and show the progress in their schools, and, in a secondary degree, to influence the pupils and parents to the same end; and,

WHEREAS, Statistics are desirable whereby the Superintendents may compare the degree of interest excited by teachers in the same and different schools, as well as to show the relative educational interest in different portions of the State; therefore

*Resolved*, That a system of Teachers' Monthly Reports to County Superintendents ought to be adopted. That, for the sake of comparison, they should be uniform in different counties. That a committee of three, of which the State Superintendent shall be chairman, be appointed to perfect such a system of Reports, with books to record the same, as shall be best adapted to secure these ends.

"J. K. PURDY,

"A. B. PRENTICE,

*Committee.*

Report accepted. Motion to adopt discussed by Messrs. Rosenkrans, Peabody and others. Carried.

Letters were read by the President from Superintendents Jackson, of Crawford county; Warren, of Door; Benjamin, of Dunn; Green, of Green; Wells, of Jack-

son; Benjamin, of Marquette; Alban, of Portage; Gilfillan, of Trempealeau, and Clark, of Polk, regretting inability to be present, and sympathizing with the objects of the Convention.

Voted that when the Convention adjourns, that it adjourn to meet at 8½ o'clock, Friday morning.

A motion was made and carried that the State Superintendent issue a circular to the District Clerks, through the County Superintendents, to be read by the Clerks at the next annual school meeting.

FRIDAY MORNING, 8½ O'CLOCK.

The Convention was called to order by Hon. J. G. McMynn.

Some discussion on matters of general interest to Superintendents followed, when the Convention adjourned *sine die*.

J. K. PURDY, *Secretary*.

### STATE TEACHERS' ASSOCIATION.

The association held its thirteenth annual meeting at Whitewater, commencing August 1st and continuing in session four days, Rev. W. C. WHITFORD, Principal of Milton Academy, presided.

Lectures were delivered by,

Rev. W. ALEXANDER, on "*Study*."

Rev. W. C. WHITFORD, on "*The Intellectual culture of Work*."

Rev. G. ANDERSON, on "*Utility in Education*."

Rev. J. McNAMARA, on "*School Discipline*."

Senator T. O. HOWE, on "*The necessity of a more Extensive Education for the Welfare of the State*."

Prof. E. SEARING, on "*Educational Fallacies*," and

Prof. E. H. MERRILL, on "*The End of Learning*."

The following resolutions were adopted:

"Resolved, That the Association do earnestly urge upon all teachers of reading, greater attention to the culture of the voice, and in order to secure this, it is recommended that the spelling of a portion of the words of each lesson by using the phonetic elements instead of the letters, be made a frequent exercise in all our schools.

"Resolved, That the hearty thanks of the Wisconsin Teachers' Association are hereby tendered Senator Howe, for his profound and eloquent address.

"Resolved, That the executive Committee be and hereby are requested to procure the publication of Senator Howe's address in a neat pamphlet form, if it can be obtained, and to take such steps as shall secure its general circulation, and said committee are hereby authorized to use, for this purpose, such part of the money in the treasury of the Association, as they may deem proper.

"WHEREAS, Normal Schools are an essential part of every system of Public Instruction, and

"WHEREAS, the Legislature of this State, at its last session, did, with singular wisdom, make liberal provision for their support, therefore, Resolved,

"1. That a system of Normal Schools for the training of teachers is an indispensable necessity to the progress of education in this State.

"2. That the experience of other countries, as well as our own, proves that Normal Schools cannot be engrafted upon or made subordinate departments of other institutions of learning.

"3. That several Normal Schools, properly located in different parts of the State, and each maintained at moderate expense, would be more efficient and economical than one State Normal School, however liberally supported.

"4. That our Normal Schools should be organized and conducted with special reference to the training of teachers for the Public Schools of the State, and as a means to this end there should be established, in connection with each Normal School, one Model School, in which all teachers may put in practice the knowledge gained by them through study.

"*Resolved*, That this Association memorialize the Legislature to pass an act requiring School Districts to fence their School House Lots and put them in good order.

WHEREAS, No provision is made by law for the support of County Institutes, and, whereas, in such Institutes are to be found the only means for normal instruction for the current year, therefore be it

"*Resolved*, That this Association request the Board of Normal Regents, if it has the power, to devote ten per cent. of the income of the Normal Fund for the current year, to the support of Normal Institutes in as many counties as they may deem practicable.

"*Resolved*, That we acknowledge our dependence upon God, our Father, for all our mercies and blessings, and that we recognize with grateful hearts his preserving and protecting care in bringing us together again in this our thirteenth annual meeting.

"*Resolved*, That, in common with all classes of our fellow citizens, we deeply mourn the death of our late beloved President, Abraham Lincoln; that we recognize in his assassination the crowning perfidy and guilt of a rebellion the most wanton, wicked and causeless the world ever saw; and that we will labor with renewed zeal and energy to so extend schools that we shall secure the universal education of our people, and thus prevent the recurrence of so disastrous a revolt against good government, liberty and law.

*Resolved*, That we believe it to be the imperative duty of our Legislature to take immediate and liberal measures to provide for the maintenance and education of the destitute children in our state, made orphans in our great national struggle.

*Resolved*, That the sincere thanks of the members of this Association are hereby tendered to the citizens of Whitewater for the generous hospitality and thoughtful courtesy shown us during our stay in their beautiful village, and that we will carry with us to our several homes, and long retain pleasant memories of this meeting.

"Also, to the Rev's. W. Alexander, G. Anderson and J. McNamara, and Prof.'s E. Searing and E. H. Merrill, for the interesting and valuable lectures and addresses delivered by them:

"Also to the Mil. & Pr. du C., Chi. & N. W., Chi. & Mil., and Racine & Miss. Railroads, for free return passes from this meeting;

"Also to the officers of the Association for the prompt, impartial, and efficient manner in which they have discharged the duties pertaining to their responsible positions."

The attendance of teachers and citizens was large, and the discussions were profitable.

The Teachers' Association is a powerful agency in advancing our educational interests. Among its members are found the teachers of ability and experience, and the resolutions passed by them are deserving of attention and consideration.

#### TEACHER'S INSTITUTES.

Teacher's Institutes have been held in thirty-one counties during the past year. County Superintendents are required by section 92 of the School Code, "to organize and conduct at least one institute for the instruction of teachers in each year." There is reason to believe that this provision of law has been disregarded in about one-half the counties.



# ABSTRACT OF THE REPORTS OF TEACHERS' INSTITUTES FOR 1865.

Names of Counties.	Where held.	When held.	By whom conducted.	Number of teachers present.	Names of Lecturers.
Adams,.....	Pt. Bluff,.....	Sept. 6,.....	J. C. Yocum,.....	6	J. Wotring.
Columbia,.....	Portage City,.....	Sept. 27 to Oct. 5,.....	{ J. G. McMynn and J. C. Pickard,...	60	
Crawford,.....	Mt. Sterling,.....	Oct. ....	{ O. Jackson and M. Philbrick,...	.....	
Dane, 1st District,.....	Marshall,.....	Oct. 17 to 19,.....	{ A. B. Prentice,.....	30	
do...2d.....do.....	Mazomanie&Oregon	.....	S. L. Hooker,.....	.....	{ C. H. Allen and J. B. Pradt. { E. G. Benjamin, M. James, { T. C. Golden and J. Harrington.
Dunn,.....	Menomonee,.....	Oct. 9 and 10,.....	E. G. Benjamin,.....	7	
Eau Claire,.....	Eau Claire,.....	April 18 to 21,.....	A. Kidder,.....	30	
Fond du Lac,.....	Fond du Lac,.....	April 8 to 9,.....	{ I. N. Cundall and J. C. Pickard,...	217	{ J. G. McMynn, O. C. Steenburg, R. Z. Mason and Wm. E. Merriman. { J. J. Copp. J. H. Terry. Luther Dixon. A. W. Barber. D. Gray Purman. J. T. Mills. J. G. McMynn. A. R. Bushnell. J. Schum. { G. W. Christie. E. L. Reed. { A. Wilson. Geo. D. Wilber. { E. B. Miner.
Grant,.....	{ Lancaster,..... Platteville,..... Boscobel,.....	{ Dec. 27 to 30,..... April 10 to 18,..... Aug. 28 to Sept. 8,.....	{ J. G. McMynn,..... D. Gray Purman,....	{ 36 76 70	
Green Lake,.....	Dartford,.....	Oct. 61 to Nov. 3,.....	N. C. Hoyt,.....	14	
Iowa,.....	Dodgeville,.....	Oct. 16 to 20,.....	A. Wilson,.....	30	

Jackson,.....	Black River Falls,...	Nov. 2 to 6,.....	J. K. Hoffman,.....	20	{ Z. R. Ward. J. G. Wells. C. C. Pope.
Juneau,.....	Mauston, .....	Aug. 29 to Nov. 28,...	G. P. Kenyon,.....	60	
Kenosha, .....	Bristol, .....	Oct. 10 to 20,.....	{ R. Graham,..... S. D. Gaylord,.... }	40	{ F. Newell. A. Van Wyck. S. D. Gaylord. R. D. Thomas. F. A. Moore.
La Crosse,.....	West Salem,.....	Oct.....	F. A. Moore,.....	33	
La Fayette,.....	{ Darling,..... Fayette, .....	April 5 to 13,.....	G. W. Lee,.....	33	G. W. Lee.
Oconto,.....	{ Gratiot, .....	Sept.....	J. G. McMynn,.....	13	J. G. McMynn.
Ozaukee,.....	{ Shullsburg,..... Oconto, .....	Oct. 15,.....	{ F. W. Horn and P. R. Gannon,.... }	6	P. R. Gannon.
Pierce,.....	Cedarburg, .....	April,.....	Charles Thayer,.....	36	{ R. L. Reed. T. B. Rogers. C. Thayer. J. W. Miller. Wm. McKinley. B. Brett.
Polk,.....	Prescott, .....	April,.....	R. H. Clark,.....	20	{ Rev. Fish. J. G. McMynn. J. G. McMynn. E. B. Law. J. B. Pratt.
Portage,.....	Osceola Mills, .....	Aug. 29 to Sept. 8,.....	J. G. McMynn,.....	40	{ Wm. C. Wright. Messrs. Miller and Thorp.
Racine,.....	Plover,.....	Oct.,.....	J. G. McMynn,.....	45	{ J. Lovewell. C. F. Viebahn. I. W. Morley.
Richland,.....	Burlington,.....	Oct. 17 to 21,.....	Wm. C. Wright,.....	42	
St. Croix,.....	Richland Center,....	Oct., .....	A. H. Weld,.....	115	
Sauk, .....	Hudson,.....	Sept. 25 to 29,.....	{ J. Lovewell and I. W. Morley,.... }	40	
Sheboygan, .....	Prairie du Sac,.....	Oct., .....	H. A. Forbes,.....	30	
Walworth,.....	Cascade, .....	Aug., 22 to 26,.....	J. G. McMynn,.....	62	{ J. G. McMynn. J. Delafeld.
Washington,.....	Elkhorn,.....	Oct. 2 to 6,.....	J. G. McMynn,.....	38	J. G. McMynn.
	West Bend,.....				

ABSTRACT OF THE REPORTS OF TEACHERS' INSTITUTES—concluded.

Names of Counties.	Where held.	When held.	By whom conducted.	Teachers Present.	Names of Lecturers.
Waukesha, .....	Waukesha, .....	Oct. 10 to 18, .....	J. G. McMynn, .....	118	{ J. B. Williams. R. Spencer. Prof. Badger. W. Alexander. Prof. Ure. M. Healey. J. G. McMynn.
Waupaca, .....	Waupaca, .....	Oct. 6 to 9, .....	J. K. & D. McGregor	27	{ J. W. Harris. Rev. Mr. Ames. W. E. Alban. G. F. Witter.
Winnebago, .....	Appleton, .....	September, .....	J. G. McMynn, .....	10	
Wood, .....	Grand Rapids, .....	Sept. 15 to 25, and March 20 to 31, .....	{ G. F. Witter, .....	.....	
			{ J. W. Harris, .....		
			{ J. H. Jackson, .....		

A law making some provision for defraying the necessary expenses of institutes, would, it is believed, be generally approved by the people. A small appropriation from the Normal School Fund, granted on condition that a County Teachers' Association shall be organized, and an institute held, of not less than five days session, and attended by not less than thirty persons engaged in teaching and holding certificates of qualification, would incite school officers and teachers to make greater effort than can reasonably be expected under existing circumstances.

Several years must elapse before our normal schools can be in efficient and successful operation, and, in the meantime, we can find no more suitable substitute than these institutes.

#### STATE NORMAL SCHOOLS.

By an act of the last Legislature, entitled "an act to dispose of the Swamp and Overflowed Lands, and the proceeds therefrom," the "Normal School Fund" was created. This act repealed all the provisions of law then existing which directed "the application and use of the Swamp and Overflowed Lands of this State, and of the lands selected in lieu of Swamp and Overflowed Lands, and of the moneys received on sale of such swamp and selected lands, and of the moneys received from the United States in lieu of swamp lands, for the purposes of drainage and for supporting Common Schools, Normal Schools and Academies." The lands and moneys held by the State were divided into two equal parts; one to be called the "Drainage Fund," and the other the "Normal School Fund."

Section 5 of this act provides that the income of the Normal School Fund shall be applied to establishing, supporting and maintaining Normal Schools under the direction and management of the Board of Regents of Normal Schools; *provided*, that twenty-five per cent. of said income shall be annually transferred to the School Fund Income, until the annual income of the School Fund shall reach the sum of two hundred thousand dollars."

By reference to the report of the School Land Commissioners it will be seen that the division was made, as required by law, and that the "Normal School Fund," consisting of land and productive items, (one acre of land being regarded as equivalent to one dollar), was as follows :

Swamp Lands, subject to the claim of the Drainage Fund for \$18,819 48 to be paid from first sales,.....(acres),	475, 148. 37
Dues on Swamp Land Certificates, (or contracts),.....	\$125, 768 87
Selected Lands,.....(acres),	29, 446 99
Dues on Selected Certificates, (or contracts),.....	\$4, 196 00
Drainage Fund Loans,.....	69, 663 00
Swamp Land Fund Loans,.....	72, 000 00
Cash, balance Swamp Land Fund, (moneys received in lieu of Swamp Lands included),.....	62, 406 33
Cash, balance Drainage Fund,.....	6, 531 74
Lands forfeited to State on Drainage Fund Mortgages,.....	8, 374 25
Lands forfeited to State on School Fund Mortgages,.....	26, 251 00
School Fund Loans,.....	248, 460 00
<b>Total,.....</b>	<b>\$1, 128, 246 00</b>

The amount belonging to this Fund, which is productive, was, on the 30th day of September, 1865 :

Amount due on Certificates for lands sold,.....	\$180, 547 87
Amount due on mortgages,.....	186, 034 00
Amount due on bonds and certificates of indebtedness,.....	278, 000 00
	<hr/>
	<b>\$594, 581 87</b>

It will be seen that the income of this Fund for the current year will amount to the sum of \$41,620 73, three-fourths of which amount is appropriated for "establishing, supporting and maintaining Normal Schools."

The Board of Normal School Regents have taken steps to locate one or more Normal Schools by advertising for proposals, and have received propositions from several cities and villages in the State. By reference to the report of the Board, it will be seen that all has been done that a due regard to the interests of the State would permit, if not all that our educational wants would seem to require.

A conviction of the imperative necessity of Normal Schools, led the legislature of 1865, to lay a deep and broad foundation for them. The act providing for establishing and supporting them shows a clear comprehension of the great obstacle that impedes our educational progress. Without better trained teachers our common schools will lose both the confidence and support of the people.

We may build good school houses and furnish them with all the apparatus necessary, we may improve our school laws until improvement is impossible; parents and school officers may exhibit interest in education and discharge every duty, the people may burden themselves with taxes for the support of schools, but, unless the teachers are qualified, all is done in vain. From almost every county in the state there is a call for better teachers, but they cannot be obtained.

The Board of Regents of Normal Schools contemplate the establishment of schools in different parts of the state. In looking at the work to be done, and the means placed at their disposal, they concluded that the interests of education would be best subserved by establishing Normal Schools in different parts of the state. They think that three schools ought to be organized as soon as suitable grounds and buildings can be procured. It is thought that the current expenses of each of these need not exceed \$10,000 per annum; that this sum would pay teachers and defray the incidental expenses of a school providing instruction for two hundred students. By founding several schools, the Board think that they will secure for each that local interest so necessary, as well as excite a spirit of emulation among the institutions, which will insure success.

Some legislation providing for the admission of students, and defining in more specific terms the duties of the Board in the management of this class of schools will be necessary.

## INDUSTRIAL EDUCATION.

The faith of the state is pledged to provide suitable buildings and grounds for a college, "to the endowment, support and maintenance" of which the National Government has donated 240,000 acres of land. The act of congress declares that "the leading object shall be, without excluding other scientific and classical studies, and including military tactics, "to teach such branches of learning as are related to agriculture and the "mechanic arts, in such manner as the legislatures of the states may respectively prescribe, in order to promote the liberal and practical education of the industrial classes in the several pursuits and professions of "life."

Law, Medicine, Theology, War, Trade and Teaching are provided with schools in which are taught the branches relating to them. These schools are regarded as necessary to an advanced civilization and their utility is universally conceded. But the great industrial pursuits of agriculture and the mechanic arts, have, in this country, received comparatively little attention, and it is to provide for special instruction in these great departments of human labor, that the provision referred to was made. A school where shall be taught the branches that relate to agriculture, mining, engineering, agriculture, commerce and manufactures, is contemplated; and no person acquainted with the social condition of our state will deny its importance. Whatever instruction may be given in literature, language, mathematics, ethics, philosophy and science, in such an institution, must be given to subserve the general purpose of promoting a knowledge of "Agriculture and the Mechanic Arts."

In regard to the best means of securing the object sought by the grant referred to, it is not strange that there are different opinions. While some would make the curriculum of the Industrial College include the usual college studies, and give special instruction in the industrial arts, others would make the course of study strictly professional and provide no facilities for liberal culture.

These different opinions arise from a disagreement in regard to what it is necessary to teach men, in order to enable them to *observe* and to *think*; which all agree in regarding as the object of education. We need to guard against both a blind adherence to, and a blind disregard of precedent. The course of study in most of the Agricultural Schools of Europe, seems to contemplate preparation for the farm alone. General culture is not regarded as necessary. There, society has crystallized into regular forms, and the son generally intends to follow the occupation of his father. But a course of training adapted to the needs of European society is illy adapted to ours. The young men of the country will not be satisfied with an education that fits them for one pursuit alone. Not knowing what pursuit they may be called to follow, they feel the need of that culture necessary to fit them for any. The tendency of our institutions is to destroy classes, and our educational systems must provide for the necessities growing out of this tendency. That course of study that makes the most liberal provision for generous culture is most in harmony with the requirements of American society. The wonderful

inventive power, the facility with which mind in this country adapts itself to the different pursuits of life, and the resistless energy developed under the influence of our free institutions, all indicate the need of a culture broader than is generally provided in schools strictly industrial in our own or other countries.

Industrial education involves a knowledge of principles and their applications. Experience has established the fact that the principles must first be learned, and the applications afterwards. "Agriculture and the Mechanic Arts" involve a knowledge of Mathematics pure and applied, as well as of Botany, Chemistry, Physiology and other branches of Natural Science, together with such general learning as is necessary to a proper understanding of these. Now, if provision is made in High Schools and Academies for obtaining this necessary antecedent knowledge, the Industrial School may be strictly professional or practical, and those entering it may be admitted on condition of sustaining the requisite examination; but it is evident that the act of Congress was framed to meet the difficulty that here presents itself, for it affords the widest latitude in making the curriculum of the institution. It is believed that many years must elapse before such provision will be made in this State for the necessary preparatory scientific instruction, as will warrant the founding of a school where "Agriculture and the Mechanic Arts" *alone* shall be taught.

Two plans have been suggested; first, to found an Industrial College, where shall be taught the branches related to agriculture and the mechanic arts, and where these great pursuits shall be practically taught; and, second, to engraft an industrial department on some literary institution already founded. In considering the latter we cannot overlook the fact that experience has proved that professional schools of all kinds must rest upon a foundation of their own. They may be departments of a great university, but they should be governed by an independent board of managers, or there is danger that they may be kept in that subordinate position that precludes development. In general, schools founded for the promotion of the arts of agriculture, mining, architecture, engineering, drawing, etc., are separately endowed and managed, in Europe and this country. Of three hundred and fifty agricultural schools established in Great Britain, France, and Germany, only fourteen have any direct connection with other institutions of learning, and where this connection does exist it is rather nominal than real. The attempt to develop normal departments, by engrafting them on academies and colleges, has, so far as we know, been attended with little success either in other States or our own.

The plan, which seems most practicable, is to found a State Industrial University, with such departments or schools as will embrace the mechanic arts and agriculture, and to develop these departments as the interests of the State may demand. That of agriculture, being generally conceded to be of greatest relative importance, should be developed immediately, while those of mining, engineering, architecture, manufacture, etc., may follow as their need becomes recognized by the people of the State.

The following "Plan of an Agricultural School," by John A. Porter,

Professor of Agricultural Chemistry, in the Yale Scientific School, is suggestive and the result of observation and reflection.

Such a school should embrace

“*First.* A well stocked and well furnished farm, fully up to the standard of the best agriculture of the world, to show what the best existing practice is.

“*Secondly.* An experimental farm, to improve on the best practice and advance the cause of agriculture.

“*Thirdly.* The means of instruction in all the sciences connected with the culture of the soil.

The farm should comprise in its buildings and yards, all of the improved arrangements, for the feeding and wintering of stock; all of the manure-saving and manure-making, and labor-saving contrivances; all of the improved machinery and implements which have been submitted to the test of experience, and have been proved to be of economical value. Everything should be planned and constructed from the outset with a sole view to economy and profit, and in the subsequent history of the farm, it should be regarded as successful, just in proportion to its pecuniary returns. The farm should be stocked with cattle and horses, and all other domestic animals of different breeds, including as great a variety as possible, in order to show the characteristics of the different races, and give to pupils the opportunity of studying their peculiarities. It should be under the superintendence of a thoroughly practical man, and be conducted at his own risk and for his own profit. Model farming in any practical and economical sense of the term, is not likely to be realized on any other plan. It is by no means so important that the farm should be the *best* farm in the country, as that it should be the best *managed* farm. If it should furnish obstacles to be overcome in the character of its soil, necessity of draining, soil-mixing, or other improvements, so much the better rather than the worse. The farming of a rich virgin soil calls for no aid of science, and demands no skill. The obstacles are just what are wanted to illustrate what skillful scientific farming is, when the farmer, as well as nature has something to do.

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The second great want of the country, in an agricultural point of view, is an *experimental farm*, connected with the practical farm as above described, and devoted to experiments in Scientific Agriculture. The subjects for experiment of practical importance to every farmer, are innumerable. Rotation of crops, admixture of soils, the preparation and use of manures, the diseases of plants, the introduction of new plants, are a few among the number. The experimental farm should be under the control of the chemical and other professors, for experiments in their several departments; and be regarded as purely experimental ground, where the idea of immediate profit should not interfere in the least degree with perfect freedom of investigation. The other or main farm being conducted with a view to profit alone, the accounts of the two should be kept entirely distinct, and all material passing from one to the other should be paid for with a fair equivalent.

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The experimental farm would not probably be remunerative in a pecuniary sense, but it would be the means of testing for the associated farm and the country, the value of suggested improvements, of teaching the science of experiments to pupils of the institution, and from time to time of bringing to light new and important truths in Scientific Agriculture.

A Museum of Agricultural Products is another essential feature of an agricultural institution, such as the country needs. It should exhibit grain roots, fruits, woods in all their variety. Its collections would serve for the purpose of illustration in lectures on Agricultural Botany and Physiology. A Botanical Garden connected with it would add greatly to its value.

A Museum of Agricultural Implements should also form a part of its means of instruction. These would serve as illustrations of lectures on the mechanics of agriculture, in which these operations would be explained, and their comparative merits considered.

Such collections can be made at comparatively trifling expense. A suitable building being provided, the material to fill it would flow in from the liberality of farmers and manufacturers, quite as fast as could be desired.

A Veterinary Hospital, for the treatment of diseased animals of the vicinity of the farm, would also be an essential feature of the plan. It should be under the charge of a competent Veterinary Surgeon, who would give instruction in the nature and cure of the various diseases to which animals are subject.

The principal branches of science which should be taught in an Agricultural School, are Chemistry, Meteorology, Geology, Mineralogy, Zoology, Entomology, Animal and Vegetable Physiology, Veterinary Medicine and Surgery. To these may be added Surveying, a knowledge of which is of the utmost convenience to the farmer, and should form a part of a liberal Agricultural Education. Chemistry stands prominent in the list, in view of its superior and acknowledged importance. Agriculture aims at the transformation of earth and air into grain and wood and fruit. The process is, in a great part, chemical: Every dung hill and compost heap, and square foot of soil is a laboratory. Every farmer, whether he would be or not, is a chemist from the very nature of his profession. But it is open to his choice to be an ignorant one, or to possess himself of the knowledge of the properties and mutual relations of the materials with which he deals. This knowledge he needs, and must obtain from the scientific chemist. It is none the less necessary if he never makes an analysis. It makes him a rational and economical experimenter, and thus puts him on the road to advance in his profession.

The importance of Mineralogy and Geology, which treat of materials out of which soils are formed, and from which they derive their character, whose principles guide the agriculturalist in his search for fertilizing materials, and frequently furnish him with the most valuable hints in locating and improving his lands, is equally obvious.

The importance of Meteorology, or the knowledge of the relations of heat

and moisture to the atmosphere, and the soil, and the plant, and of the laws on which changes of weather depend, is no less apparent.

Although, not necessarily of every day application, all these branches form, properly, a part of a liberal agricultural education, and so of all the other sciences which have been mentioned.

The enterprising man, possessed of such knowledge, will find abundant occasion for its application, and abundant suggestions in its possession. On the value of the knowledge of the principles involved in the breeding of stock, and the laws on which its improvement depends; of the diseases of plants and animals, and of insects injurious to vegetation, and the means to be employed against them, it is needless to dwell. Instruction in all these branches should obviously form a part of an agricultural course.

What a center of light would such a school as is here described be to the whole agricultural community. All purported discoveries in agriculture would come to it to be tested, and important truths developed by experiment would go forth from it to the world. Through its public museums, its well arranged buildings, its variety of stock, and latest improvements in every department, open to the public, it would become the direct instructor of the whole farming community. Through its pupils it would disseminate widely the varied practical information which its course would furnish. And, beyond all this, it might be made the means of eliciting the experimental labor of hundreds of intelligent farmers throughout the country, for the decision of the important agricultural questions which are still unsettled."

Industrial education is both an effect and a cause of a high civilization. The interest with which it is regarded by the best thinkers of the country is an encouraging indication of the progress we may expect during the next few years. Being the most important department of education, it is the last to receive general attention, but in this respect it furnishes no exception to the law of progress. No subject of an educational character will probably come before the legislature, requiring more deliberation and wisdom in its consideration than this. Definite action seems to be necessary at the present session in order to comply with the conditions of the Congressional grant.

#### COMPULSORY EDUCATION.

The subject of compulsory attendance at school was brought to the attention of the last legislature by the Assembly Committee on Education. No definite action was, however, recommended by the committee. The subject is one that is exciting public attention. The large number of "truants" and "absentees" found in our cities and villages is well calculated to awaken interest, for, there is a conviction in the public mind, that it is from these two classes, that our criminals are to come; and the fearful increase of crime during the past few years, calls imperatively for such effort, as society can put forth for its own protection.

No intelligent man will deny that the duty of the parent to provide food and clothing for his child's body is one from which he should

not be allowed to escape, but no person will assert that the duty of providing knowledge for the child's mind is less imperative. Starving a child's body is execrated, but starving his soul is permitted. But the consequences to society are far more dangerous in the one case than in the other. An ignorant boy, with uncontrolled passions, indolent habits and hardened heart is certain to become the enemy of society, and there is no duty plainer than that which self preservation points out. Individual rights must be respected and protected, but individual wrongs can claim no such immunity.

In establishing Free Schools and supporting them by taxation, we pledge society to the use of all the means necessary to render these schools efficient, and this taxation beneficent. To build school houses, and to hire teachers by public tax, and then to leave these school houses unoccupied and these teachers without work, is sheer mockery. The state assumed an obligation to secure the attendance of the children at school, when it decided to compel each citizen to pay a part of his property to support these schools: The State justifies its action on the ground that education is a public interest, but this public interest is obligatory upon every individual, hence, if the individual neglects his duty, or if its performance is impossible, society should lend its aid. To guard society against the effects of ignorance is no less a duty than to prevent disease or to enforce the usual sanitary regulations.

Ex-Governor Boutwell, of Massachusetts, has well said: "The only rule on which taxes can be levied justly is that the object sought is of public necessity or manifest public convenience. It quite often happens that men of our own generation are insensible or indifferent to the true relation of the citizen to the cause of education. Some seem to imagine that their interest in schools, and of course their moral obligation to support them ceases with the education of their own children. This is a great error. The public has no right to levy a tax for the education of any particular child, or family of children; but its right of taxation commences when the education or plan of education is universal, and ceases whenever the plan is limited, or the operations of the system are circumscribed. No man can be taxed properly because he has children of his own to educate; this may be a reason with some for cheerful payment, but it has in itself no element of a just principle. When, however, the people decide that education is a matter of public concern, then taxation for its promotion rests upon the same foundation as the most important departments of government. As parents, we have a special interest in our children; as citizens, it is this, that they may be honest, industrious and effective in their labors. This interest we have in all children."

But if it is a duty to provide schools for all, it is a duty to see that all are educated. The power to compel attendance, inheres in society if the power of taxation does. But it is not always wise for society to exercise a power because it possesses it. Under a government of democratic forms the sanction of public feeling is essential to the enforcement of law. Interference with individual rights is never justified except by the demands of the public good. A law requiring the regular attendance of all children at school, and enforced by penalties, would be repugnant to the feelings

of the people, and is perhaps not yet demanded by the public good, but some legislation, authorizing cities and incorporated villages to prevent truancy and absenteeism from school, would, it is believed, be acceptable to the citizens of the State. The Legislature of Massachusetts, in 1862, passed an act, entitled "An act concerning truant children and absentees from school," which provides as follows :

"SECTION 1. Each city and town shall make all needful provisions and arrangements, concerning habitual truants, and also concerning children wandering about in the streets, or public places of any city or town, having no lawful occupation or business, not attending school, and growing up in ignorance, between the ages of seven and sixteen years ; and shall also make all such by-laws respecting such children as shall be deemed most conducive to their welfare and the good order of such city or town ; and there shall be annexed to such by-laws, suitable penalties, not exceeding twenty dollars for any one breach.

"SECTION 2. Any minor convicted of being an habitual truant, or any child convicted of wandering about in the streets or public places of any city or town, having no lawful occupation or business, not attending school, and growing up in ignorance, between the ages of seven and sixteen years, may, at the discretion of the justice or court having jurisdiction of the case, instead of the fine mentioned in the first section, be committed to any such institution of instruction, house of reformation, or suitable situation provided for the purpose, under the authority of the first section, for such time, not exceeding two years, as such justice or court may determine."

Special policemen or "truant officers" are appointed, to whom habitual truants or absentees from school are reported, and whose duty it is to investigate such cases, and if need be to bring the offenders before the police court.

The City Superintendent of the Boston City Schools, in a late report says, "We have four truant officers appointed by the Mayor and confirmed by the Board of Aldermen, who devote their whole time to the business of aiding teachers in suppressing the evil of truancy, and in securing the attendance of absentees from school. The services of those officers have contributed in no small degree to extend the benefit of education to a large class of children who would otherwise have been deprived of its blessings. Indeed, the law which provides for the appointment of truant officers, and makes children not attending any school, or without any regular or lawful occupation, or growing up in ignorance, between the ages of five and sixteen years, liable to punishment, is now a permanent and indispensable element of our system of public education.

Truant laws have been enacted and truant officers appointed in Chelsea, Lawrence, South Danvers, Newton, Dedham and other towns of Massachusetts, and the testimony in regard to their practical operation is uniformly favorable.

#### SCHOOL LAWS.

There are certain modifications of our school system that cannot much longer be postponed. Among school officers and others who have watched its practical working, there are very few who do not urge the adoption of

a plan which shall secure to the towns the advantages of gradation, division of labor, and harmony of action in the management of their public schools.

Under the present system each district must provide instruction for children studying all the branches included in a common school education. In schools of sixty scholars there may often be found from five to ten studying the primer and learning the simplest combinations of numbers; and as many more studying history, algebra and physiology. Thirty or forty are learning to read, write and cipher, and their various stages of progress require from six to ten different classes. There will be found in such a school, from fifteen to twenty classes in all. This, if we deduct an hour for rest and general exercises, gives fifteen to twenty minutes of the teacher's time for each class during the day. Most of the pupils need aid in preparing their lessons, and their progress depends upon the help they individually receive from the teacher. It need not be stated that in a school thus organized, (or rather, disorganized) there can be little progress. If the time of the children were simply wasted, and the expense of supporting such a school were simply thrown away, while it would be lamentable, it might be borne; but the real loss is in the utter aversion that the scholars come to feel towards teacher, books and school. This is the beginning of indolence, indifference, apathy and truancy.

Besides, the small wages that most districts pay teachers, will not command the ability necessary to teach the more advanced pupils, and methods and discipline suitable to the younger scholars are so different from those adapted to the older ones that they cannot be adopted in the same school. Common sense teaches us that a school thus constituted must be a failure. The principle of division of labor is as applicable to educational work as to any other.

We also often find, in the same town, two school houses in adjoining districts, in one of which there are twenty pupils, and in the other fifty. Of course, in the latter case, the teacher is utterly unable to perform the labor required, and in the former the teacher lacks the stimulus that more pupils would give. Both schools are failures, and from opposite causes.

Much of the irregularity and non-attendance that are creating distrust in the minds of the people, in regard to our public school system, originate in the poor schools we have under existing laws. No sensible parent cares to send his child to a school taught by a person who has no power to adapt his instruction to the capacity of the pupil. He knows that it is better for the child to spend his time in work at home, than to waste it in idleness at school; and the child feels that there is no loss, when he can remain at home a week, and, on his return, find his classmates asking him for aid in learning the lessons he learned a year before.

Again, no school can long prosper without constant and intelligent supervision. To secure this under the present law is impossible. In many of the counties of the state, the County Superintendent is unable to visit all the schools under his supervision during the year. There are very few superintendents who visit the schools of their respective counties twice a year. Although it is made the duty of District Boards to visit the schools under their charge, yet this duty is very generally neglected; not because these officers are indifferent to the interests of their schools, but

because they cannot spend time to do what they are not conscious of being able to perform well. The consequence is a neglect of the school, not only by school officers, but parents also. The teacher is left wholly to himself; feeling no responsibility, despairing of aid, knowing that effort on his part is unnoted, he becomes indifferent, complains of the difficulties that surround him, and impatiently waits for the end of his term. The scholars lose all interest in study, and naturally resort to some means of breaking the monotony of school life; their estimate of their time and privileges corresponds with the price their parents and teacher have put upon them, and they regard the time spent in the school room as lost.

There is no other department of labor that we thus neglect, Mining, building, engineering, manufacturing and farming are all systematically managed. Supervision, intelligent, constant and careful, is regarded as indispensable in all callings and avocations except teaching. The county Superintendency was a step in the right direction. We need to go farther. We need town supervision, and if we cannot secure the "Township District System," we shall be obliged to provide a town superintendency.

The two things, then, that most strongly recommend this system, are *gradation* and *supervision*. These are absolutely essential to the progress of our public schools. To secure them we appeal to the wisdom and power of the legislature.

The adoption of the "Township District System" will be attended with no serious difficulties. It will disorganize no districts now in existence, require no changes in management not easily made, and will not deprive the people of the towns of the power to control their educational affairs.

It will afford to each parent an opportunity of sending his children to such schools in his own town as are most convenient and suitable. It will enable country towns to *grade* their schools, and thus secure at home those educational advantages that at present are limited to our cities and large villages. By the appointment of a town board, to be selected by the district officers, efficiency, unity, harmony and economy, would be secured. The secretary of the board would act as its executive officer, aiding teachers in grading and classifying pupils, and by constant supervision, promote the advancement of scholars and enforce the requirements of the board and the laws of the State.

In the States of Indiana, Ohio, Iowa, Pennsylvania, Rhode Island, Connecticut and Massachusetts, where the system has been tested by years of trial, there is no difference of opinion in regard to its economy, simplicity and efficiency.

This measure was earnestly urged by my predecessor in 1863, but the bill failed to receive that consideration necessary to secure its passage, although both committees of education recommended it, and the Senate endorsed the recommendation. If the "Township District System" shall not receive the approval of the legislature, certain amendments of our school law, as it now exists, are necessary.

Sub-sections 5, 6 and 9, of section 19, should be so amended as to permit the people to raise a larger amount by taxation. The increased

cost of materials for building, and the greater wages necessary to be paid to teachers, render the necessity of the change quite obvious.

Sub-section 13, of section 19, relating to the time a school shall be taught in order to entitle the district to a portion of the school fund income, should be so amended as to require a school to be taught at least *five* months instead of three.

Such legislation as will prevent the too common practice of employing teachers holding no legal certificate of qualification, and paying them out of the public school moneys, is earnestly recommended.

Such amendment of section 43 as will secure a more correct school census of those over 4 and under 20 years of age is desirable. It is upon this census that the annual apportionment is made, and there is reason for believing that it is not as reliable as it should be.

Section 50 should be so amended as to provide that persons appointed to fill vacancies in a District Board shall hold office in virtue of such appointment until the annual meeting next succeeding.

Section 53 is misunderstood in some portions of the State, and its meaning is not as plain as it should be. It requires that the branches therein mentioned shall be taught in the English language, but numerous complaints have reached this office that this requirement is disregarded.

Section 62 should be so amended as to conform to the spirit of our statutes as regards taxation of merchants' and manufacturers' stock.

The statute does not exempt merchants' and manufacturers' stock from taxation, for school purposes, in the *district* where the owner resides, though it may be situated in another district and be legally taxed there.

Section 102 does not require that a teacher, in order to obtain a certificate, shall be examined in the History of the United States, nor in the Theory and Art of Teaching. These branches are so important, that it is believed that no person unable to pass an examination in them, is qualified to teach a public school. It is respectfully recommended that they be included in the branches required for a Third Grade Certificate.

An act is recommended, making it the duty of the Regents of the University and of the District Boards of the several school districts of the State to admit into the University and into any of the public Schools, without charge, all persons who, when minors, enlisted in the military service of the United States, and have been honorably discharged therefrom, and to extend to them all the privileges of said institution and schools for and during a period equal to the time they spent in the said service, prior to their attaining the age of twenty-one years:

Although changes in the school laws should be avoided, when no beneficial object is to be gained thereby, yet it must be borne in mind, that amendments become necessary from time to time in order to adapt the laws to changes in the social condition of the people. At the present time, sound legislation will develop rather than change our school system. Other interests are more obtrusive than that of education. It is championed by no class, sect or party, hence its claims are at times disregarded, but it is confidently believed that its relations to the welfare of the State will be more clearly perceived in the future than in the past.

JOHN G. McMYNN.

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## APPENDIX.

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## SPECIAL REPORTS OF COUNTY SUPERINTENDENTS.

[On the 1st of July a circular was addressed to the County Superintendents, in which they were requested to forward with their Statistical Reports, special written Reports upon the condition of the schools in their respective counties, and to state their opinion in regard to the practicability of the "Township District System." They were informed that their Special Reports would, so far as practicable, be published in connection with the Annual Report from this office.]

### BROWN COUNTY.

I have been prevented by sickness from obtaining as full and accurate information upon matters connected with the interests of the schools of this county as I desired.

There are in Brown county sixty-seven school houses. Four have been built during the year, two of them are very fine structures, tastefully and conveniently arranged for the health and comfort of scholars; one has two departments and a recitation room for each department. There is no question upon which the public mind needs more enlightening than in school architecture. In many instances sites are selected without reference to health or pleasantness of situation. In the erection of houses, the health, comfort and convenience of children are disregarded, and the principle of ventilation entirely ignored.

There have been sixty-five schools in this county during the year ending August 31, at an average price per month of \$40 01 for males, and \$23 67 for females. 3,755 pupils have attended these schools, an average of a fraction more than 57 to each teacher, only 103 less than the whole number the school houses will now accommodate, and leaving 2,402 children without school accommodation. How and where these 2,402 children are to be educated I am not able to say. It is possible, (I think quite probable,) that the Township District System, if adopted, might contribute to that end. It would encourage the establishment of a Graded School in every town, larger and more convenient school houses would be erected for that purpose, and more room left in the primary schools for those that are now excluded for want of room. Every child in the state is justly and morally entitled to an education, and it would seem to be the clear duty of the State to make adequate accommodations to promote and secure the largest and most regular attendance upon the schools estab-

lished by law. The success of our common schools depends, not only upon having active and efficient teachers, but upon the degree of interest manifested by the people in their support.

The principal reason why greater progress is not made in our schools, is the frequent change of teachers. In a large majority of districts, schools have been taught three months in the summer, and three months in winter, with a long vacation between each term, and in almost every instance new teachers take charge of the schools. It must be obvious to every one that great loss must result from this practice. I have urged the importance of levying a tax sufficient for a nine months school, and of employing the same teacher from term to term, in order to secure a better class of teachers, and a richer return for the money expended.

More attention ought to be paid to primary instruction. Pupils are hurried forward too fast in their studies, and do not acquire a thorough and accurate knowledge of the primary branches. The slate, blackboard, chart and outline map are indispensable instruments in primary schools. Every school house should be furnished with them. They enable the teacher to group the pupils into classes, and so operate upon a number of minds at the same time, instead of frittering away his time upon single pupils.

The foregoing is submitted, with the hope, that the Township District System may take the place of the present school district system, believing that under it, our schools throughout the state will improve to the satisfaction of all.

E. HICKS,

*County Superintendent.*

## BUFFALO COUNTY.

In regard to the condition of our schools I cannot say as they have made much progress during the last year. In consequence of high war taxes there was not much expended in building or repairing school houses, and a majority of the districts maintained but three months school. There will be a decided improvement in regard to the matter in this ensuing year. There will be at least seven new school houses built, and a large number are now being repaired. A large majority of the districts will maintain a school for two terms, and but very few will adhere to the old three months system.

As to the township system I do not think it will prove of much value to a new county, and for my part I am opposed to it on the ground of it being but another step toward the concentration of power, and all concentrations of power have ever proved destructive to republican forms of government. I might argue the question at some length, but it has been discussed by abler pens than mine.

ROBERT LEES,

*County Superintendent.*

## CLARK COUNTY.

In accordance with a request from the department of Public Instruction, I submit the following items relative to the schools of this county, with some suggestions concerning the school law :

Among the improvements in the condition of the schools of Clark County, I have the pleasure of stating that with the assistance and co-operation of the district officers and teachers, I have been able to establish a uniformity of Text Books in the schools throughout the county—a matter I deem of great importance, and the neglect of which has done much to retard the progress of the schools in our county.

A higher standard of qualifications has been demanded of our teachers, and it has been secured by refusing certificates to about one-third of the applicants for the position of teacher—and the present standard is not high enough for the future, for our schools are advancing, and the teacher who falls behind must leave the ranks.

The school houses of the county will perhaps average with those of other parts of the State as new and sparsely settled. They are very far from what they should be, and as our county is fast filling up with intelligent and enterprising people, we may expect each year to see decided improvement in the school houses of the county. It is expected, and sincerely to be hoped, that a substantial, commodious, neatly finished and furnished building for the accommodation of a graded school, will be built in the village of Neillsville during the coming year.

The furniture of the school rooms, generally, is quite meager—many of the districts seeming (by their actions at least) to think an old pail, a battered, rusty and leaky tin cup and a new broom about once in two years, all that is necessary for either use or ornament about a school room. In a few districts, however, we find good blackboards, outline maps, globes, clocks, curtains, etc., etc. In all these matters our districts are constantly improving, but not so rapidly as they ought to do.

Many of our district officers fail to comply with the law in reference to visiting the schools as well as in some other respects; the cause of this failure is not so much unwillingness to comply with the law, as negligence and carelessness on the part of those intrusted with this important matter. I also infer from the reports of district and town clerks that in some districts, not to say towns, very little is known of their actual financial condition, and I am certain that reports from such districts must be very inaccurate and defective. A little more care in the selection of school officers would remedy many imperfections that are now apparent. The advice contained in the circular from the State Superintendent to the electors of each district at the last annual meeting, if carried out (and it should be) would remove the difficulties above mentioned.

I would recommend a change in the law so as to require (after a school district has been organized one year) at least *five* months school each year in order to draw the public money.

If this change can be made, the business or profession of teaching will offer more steady and permanent employment, and thus secure and retain a better class of teachers than the present system does. In the older set-

tled portions of the State it would perhaps make little or no difference, but in our new and thinly settled counties it would assist us in retaining the services of the good teachers who come among us to teach, and can remain but a short time for want of more steady employment. Teachers would also work for less wages if they had more steady employment in one place: It would be the means of securing more schooling in those districts and neighborhoods most in need of it, and where their only ambition is to secure the State money and a *cheap* teacher, with a limited certificate, the only kind they enquire for, saying "ours is a backward school," and "we can't afford to employ a first class teacher"—and they will, under present arrangements always remain backward, and the children will be what their fathers before them have been. In one of the districts of this county, not long since, the district board was composed of men, no one of whom could write his name, and I presume the same thing has occurred in other places. If they are compelled by law to sustain more school, these backward districts would soon become more interested in educational matters, and men interested in the subject as well as capable, would be elected to office—better schools and a better state of society would follow.

And again, a child attending school only three months in a year from the age of six to eighteen (the usual or greatest period of attendance in the country) would only attend three years, leaving *nine* years of wasted time so far as school is concerned, and that too being the time of most importance to the child in obtaining an education. The above subject I believe to be one of importance, and I hope it may be presented to the next legislature, and acted upon as its merits demand.

On the township district system I have nothing to say.

JOHN S. DORE,  
*County Superintendent.*

## COLUMBIA COUNTY.

There are twenty-one towns in this county, (exclusive of Portage City, which is not under the county system): In these towns I have, during the past year, in the regular course of my work, made about two hundred and fifty visits, to one hundred and forty different schools. I never give previous notice of my visits, so that I always find the schools in their ordinary every-day operation. It is my custom at these visits, after inspecting the schools, to give such counsel to the different classes or to the school at large, concerning the studies pursued and other practical matters as the particular circumstances of the case seem to require, and then to consult with the teacher separately, concerning such changes and improvements in his plans and modes of instruction as seem to be needed. I have often found that conferences and consultations with the district officers and patrons of the school have been of permanent benefit to the educational interests of the district.

*Examinations and Certificates.*

I have appointed and held nineteen public meetings for the examination of teachers, since my last report; nine last fall, and ten last spring. These meetings were attended by about 320 applicants for examination and license as teachers. To 228 of them certificates were granted, but as a majority of them were limited to six months, many of the teachers were examined twice during the year. I have found frequent examinations of the teachers decidedly beneficial to the schools, and hence require the mass of the teachers to be present at these meetings both fall and spring. These meetings have also been so conducted as to serve as far as possible the purpose of Teachers' Institutes to such teachers as were unable to attend the regular Institute; short practical lectures on the theory and practice of teaching, and model class exercises, being alternated with the proper examination exercises.

*Teacher's Reports.*

A system of monthly reports has been adopted in this county and adhered to for the last three years. Blanks are so constructed as to lead the mind of the teacher to seek and put in practice every improvement within his reach. These reports are intended mainly as a stimulus and aid to well-directed exertion on the part of the teachers, and a link of co-operation between them and their superintendent.

*General Progress.*

There is a growing and deep-rooted interest among the people of this county in the cause of education, and a disposition and desire to keep our public schools constantly improving. There is a growing demand for first rate teachers.

*School Houses.*

Several new school houses have been finished during the year, and several more will be put under contract this fall. By the plans which I have recommended, and which are now generally adopted, one end of the school room is finished without door or window, with a continuous wall which is covered with black-board for a breadth of about five feet, commencing say two feet from the floor, and extending upward to the height of about seven feet. Across the end of the room from this black-board to the seats, a clear space of from six to twelve feet (according to the size of the house) is left for class exercises, free from stools, platforms, desks, pulpits or other obstructions. We hold that platforms and pulpits (or the old stationary, cumbrous, useless platform and obstruction called the teacher's desk) are as much out of place in a country school room as in any other workshop where twenty to fifty persons must be constantly employed.

*Graded Schools.*

All the villages in this county (except Otsego), viz : Cambria, Pardee-ville, Wyocena, Kilbourn City, Fall River, Columbus, Poynette, and last, but not least, Lodi, have adopted the plan of dividing their schools into departments, in which the pupils are graded according to their degree of advancement, the higher departments generally being under the charge of men of experience and ability, and the lower being confided to skillful, trusty and industrious female teachers. The plan works well, and that too, under the ordinary district organization.

*District Libraries.*

A few of our districts still maintain small district libraries. But the withholding of legislative encouragement for that object, and the dazzling, deceptive, miserably devised, abortive attempt to establish "township" libraries, have given our library arrangements such a shock that they now need special attention and care. As an adjunct to the school, the district library may become very useful. When shall we begin again ?

*The "Township District System."*

In regard to the proposed "Township System," I will say that in harmony with what I believe to be the sentiment of a large majority of the thinking men of our State, I believe that the adoption of such a system in Wisconsin is not desirable, nor likely to prove beneficial to the educational interests of our people.

The following, in brief, are a few of the reasons which may be assigned for this opinion :

1. Our townships are arbitrary divisions of land, established by survey before settlement, and in numberless cases very badly situated for school purposes. Our school districts on the other hand are established after the neighborhoods are settled, with especial reference to convenience for school purposes.

2. Our townships (thirty-six square miles each,) are too large for the convenient operation of the township system. That system is best adapted to a dense population in small territorial limits.

3. The township system is directly calculated to diminish the *home interest*, (which is worth almost everything in educational affairs,) by removing the care and concern of the schools one step further from the people at home, and tends to centralize, monopolize, and de-republicanize our general system of republican agencies ; (a result eagerly sought and anxiously anticipated by some educational schemers). We cannot truly and suitably educate the mass of our youth without the active and hearty co-operation of the mass of the people ; this co-operation the district system requires, invites and incites, while the township system does not.

4. Many of the evils complained of and charged upon the district system, are evils of human nature, and not peculiar to any system ; these

evils would exist in a modified form under the township, as now under the district system. The change of systems would be merely shifting the boot to the other foot.

5. We do not need the proposed system for the promotion of graded schools. We can have them just as well under the present system, and they are actually multiplying and flourishing under the district system. They cannot flourish where the population is very sparse, under any system.

6. New York and those States which have retained the district system, are making as good progress, to say the least, in educational matters, as Pennsylvania and the other States which have adopted the township system.

7. *What we do need.* I have not space to review the exaggerated anticipations of those who expect the township system to be the Elysian field of popular education. We now have an excellent school system, especially adapted to the character, wants and condition of our people. It is, however, capable of improvement. I will mention three points wherein improvements seem to be needed, and will, I trust, soon be secured: 1. The better education of teachers, by means of normal schools and other agencies. 2. A means of guarding against neglect on the part of the district board, and stimulating the activities of the district clerk, by allowing him a small compensation in cash for actual services. 3. The adoption of the assembly district, instead of the county, as the extent of territory assigned to each local superintendent, thus admitting of a more thorough supervision of all the schools.

D. W. ROSENKRANS,

*County Superintendent.*

## CRAWFORD COUNTY.

In addition to the annual statistical report already forwarded to you, I submit the following brief statement of the condition of the schools of this county.

During the year, one hundred and forty-five applicants have applied for license to teach. Of this number, ninety-six received third grade certificates, and forty-nine were rejected. Twenty-three of those rejected were afterwards licensed to teach a three months school. I do not approve of the system of district certificates, but in this county it has seemed necessary in order to supply all the schools with teachers. A few first and second grade certificates have been granted, since my annual report, but are not included in the number given above.

The actual average qualifications of teachers this year, as compared with last, I am unable to give, as different questions have been used, and in some respects, more difficult ones. A change for the better, however, is noticeable, and with some of our teachers the improvement is very marked. Our teachers are improving also, in their methods of instruction, and with



them, generally, there appears to be a higher appreciation of the duties, responsibilities and importance of the teacher's calling.

With few exceptions, all of the schools of the county have been visited within the year, some of them several times. I have found them doing as well as could be expected. In discipline, classification and general interest, there is an evident improvement. The average attendance has been some in excess of last year, I think from ten to fifteen per cent.

Five new school houses have been built during the year, and several of the old ones have been repaired, and rendered comparatively comfortable. A larger percentage of the houses, as you will notice in the general report, are poor and entirely unfit for school purposes.

We have two graded schools in this county, having three departments each, and in one of them four teachers were employed during the winter term. These schools are doing well, and the attendance is large. With a more perfect gradation, their usefulness would be much increased.

The County Teachers' Association has held three meetings during the year, and an Institute of one week was also held in October. The attendance at these meetings was small, but the interest was good, and I believe they have prepared the way for successful effort in the future.

The proposed township system does not meet with much favor in this county. My individual opinion is, that if the system was established and practically carried into operation, it would result beneficially to our schools.

ORSON JACKSON,  
*County Superintendent*

## DANE COUNTY,

### *First District.*

During the past year, everything considered, there has been a commendable increase of interest in our schools, both among patrons and teachers. Three very fine school buildings have been erected. The one at Sun Prairie containing three departments, is in every respect a building of which the friends of education in that place may well be proud. Many of the old structures have been remodeled and improved, rendering what was before unfit for school purposes quite serviceable and convenient. Much also has been done toward supplying proper surroundings to the school houses. Still, as will be seen by the statistical report, there is a shameful neglect in providing suitable outbuildings. Two districts are without school houses—one having been burned sometime during the summer.

Probably there were more inexperienced teachers during the year past than during any previous year. Over sixty of those teaching had never taught before. Still most of them did well, while many taught excellent schools.

But, perhaps, no one fact, to those not acquainted with the schools themselves, shows more plainly the lively interest which teachers have

taken in their work, than this one, that about thirty teachers were examined twice, although the law requires them to be but once, during the year. Thus, the wide awake, live teacher, sees in the examination an opportunity to learn something, and is ready to improve it, notwithstanding the two days of severe labor.

One of the greatest difficulties, at present, in the way of the elevation of our schools, is the unwillingness of the people to pay for the talent necessary for that purpose, what it will command in other pursuits. This will always give us inexperienced teachers, and consequently a low grade of schools.

I made about one hundred and fifty visits during the year; and in a district containing one hundred and twenty schools, all could not of course be visited, at this rate, each term. - This fact with others have shown me the fallacy of expecting a county officer to do all that is necessary in school visitation. We need an officer or officers who can visit the schools at least twice during each term, and I have yet to learn of any system which, to my mind, meets this want as well as the Town District System.

A. B. PRENTICE,  
*County Superintendent.*

## DOOR COUNTY.

In accordance with your instructions. I forward this my special report upon the condition of the schools of this county, and other matters connected therewith. In the statistical report you will see that there are nineteen school houses in the county. Another, not reported, and ranking with the best in the county, has just been completed at Little Sturgeon, in the town of Gardner, and is, I understand from the clerk, now ready for use. In this town, also, there is a house being built 24x30 feet, two stories, to be ready for use by the first day of January next. A large majority of the houses are worthless boxes, or log heaps, in the construction of which there seemed to have been no thought on the part of the designers of the comfort or convenience of teacher or pupil. In many cases there are a quantity of unsightly logs, which have been felled on about an acre of land, and left to decay, and beyond, in all directions, the forest bounds the vision. There are a few houses that are tolerable, but still not what they should be. There are no graded schools in the county. I think that this town needs one, but I fear that we shall not get one for a year or two yet. There have been held two public examinations since the first of January last. The number of applicants for license was twenty-nine, of which number twenty-four were given third grade certificates, three of which were limited. The statistical report shows twenty-nine, but some certificates were given at private examinations, and were annulled by the law on the holding of a public examination, and others were given the parties on going into another town to teach. We need a better class of teachers generally, although we have some very good ones. May their numbers increase. The average attuned-  
5sure.

ance appears to be more encouraging, as it is on the increase, being about 44½ per cent. last year, against 50½ per cent, for the present year. But still it shows a deplorable state of things. In the schools that I have visited the conduct of the pupils has been good, and I noted good progress. There is a great want of interest by the parents and school boards, and their visits are "few and far between."

I do not understand the merits of the proposed "Township District System," never having seen anything in regard to it, except some references in the "Journal of Education," and in your last annual report. But with proper safeguards, it would be far preferable to the present system. As to its practicability, if the law is properly drafted, I think there can be no question. Our county is comparatively young, not having been in operation quite nine years, and the settlements isolated in a measure, being connected by very poor roads, so poor, in fact, that it is almost impossible to get from place to place on wheels.

But in winter it is not so difficult, as we then have a good snow path, and can get about quite comfortably. From the above circumstances it is very difficult to get up "Teachers' Associations," or teachers' visits to one another. There has never been an institute held in the county, and I confess that I am totally inexperienced in the matter of conducting them. However, I intend to make an effort as soon as I am able. There is great difficulty in getting men capable of filling the town and district offices, and it is doubtful about the people selecting such were they to be had. Consequently the reports from the town clerks are very erroneous. There has not a single report come into my hands but what contains palpable errors, or essential omissions.

I have spent a great amount of time and labor on them to get at the facts, and when in the numbers in the tabular statement there occurs a plain error, I have enclosed them in parentheses, leaving you to make your own deductions with what information I am able to give you. In the report from Sevastapol, twelfth column, you will find the number (750) as being the number of days a school has been taught. In district No. 3, of that town, in the clerk's report, 594 is the number of days a school has been taught the past year; whereas, I have good reason to believe the school was kept but about six months, or 132 days, which reduces the number 462 days.

Gibraltar has three houses, which I think will accommodate eighty or ninety pupils. The report from Egg Harbor is very incorrect, but much of the inaccuracy is evidently owing to the town clerk's placing his figures in the wrong column, which I have taken the liberty to correct in the abstract I send you. But there is another thing in the report to which I wish especially to call your attention. He reports no school kept by a qualified teacher. When I was appointed to the office of Superintendent last winter, there was a school kept in that town by Miss Emma B. Yates, under a license from this same town clerk, who was our former Superintendent, and at the public examination held at that place on the 7th of January last, was re-examined and licensed; also a young man, M. E. Maffet, was examined and licensed by me, and they were the teachers in that town for the winter. And during the past summer, the school

formerly taught by Miss Yates, has been taught by Miss A. C. Thorp, under a license from me: She has also taught several terms under a license from him, and I consider the qualifications of the three better than the average throughout the county.

But I suppose you would consider it an error of his, as the abstract gives 212 as the number of days a school has been taught by a qualified teacher. But I placed that number in the column, it being in his report under the head of "total number of different pupils who have attended school during the year," and as the number was made up of two numbers, viz., 146 in district No 1, and 66 in district No. 2, which last number corresponding to the number of days Maffett taught in district No. 2, I came to the conclusion that he had, through mistake, placed his figures one column too far to the left, and that would make the balance of his tabular statement quite consistent.

The financial statement I send is not reliable. I suppose they have, in many cases, given the amount of tax voted instead of receipts. Liberty Grove makes no financial statement, Egg Harbor, Brussels, Clay Banks and Gardner, make no report of receiving anything from the "State School Fund," and Egg Harbor, Clay Banks and Gardner report nothing from the "County School Tax," which they must have received, so far as it was collected by their town treasurer, and their returns will show how much, and the receipts of the county treasurer will show what amount they have received from the State.

No report from Chambers Island.

W. H. WARREN.

*County Superintendent.*

## DUNN COUNTY.

You ask my opinion of the "Township District system." The best teachers, and the best friends of schools, with whom I have conversed, are in favor of it, and very nearly discouraged with the county system, because it is a tool for caucus politicians.

Our school seems to be doing as well as could be fairly expected, all things considered. Our teaching talent is low; but our main hope is in a successful Institute. It is the only reasonable substitute for a teacher's college. Our first attempt at an Institute was made on the 9th inst.; but the fact that, in a county having 1600 legal scholars, only seven citizens found time or disposition to "look in upon us," does not promise great success. It is the people's cause, however, and if they neglect it, beer-guzzling and tobacco-"chawing" politicians will not. They can "rope it in," and they will do it so long as the superintendency remains an elective office. The idea that uneducated voters may safely hold the reins of our common school economy in their hands, is broadly ridiculous. Our democracy seems a little too wide, when a numerical majority, which promises to pay "by making their "mark," is empowered to select and control our school officers. In the meantime, as in the sick room, a good

nurse is to be preferred to a poor doctor, so we may hope more from the good sense of good parents, than from any system which the legislature can give us.

E. G. BENJAMIN,  
*Superintendent of Schools*

### EAU CLAIRE COUNTY.

It gives me pleasure to report progress in our common schools of this county. And well there may be, as it was only about nine years since the first district was organized, and we now number, I think, 28. Nine years ago in the dead of winter, a school house was built about 16x24 feet, of rough green boards, and a few children taught in it. Now there are in this village, two regular graded schools, numbering some three hundred scholars in each. In one of these districts is a school house of fine architectural appearance, and very neatly finished; with three departments and four teachers: and the whole building is in progress of completion, with rooms for five departments. This school is under the direction of H. A. Howland, who is making it decidedly popular.

The district on the west side has a school of two departments and three teachers, and has this year voted an appropriation of \$1,000 to erect a primary school house in a distant part of the district. There is also another district in North Eau Claire, virtually in the same village, numbering some seventy-five or eighty scholars. In all these there is a commendable interest and liberality in raising money for the support of teachers. In school districts remote from our village there is not that general interest which ought to be exhibited; but a portion of them are earnest to obtain the best of teachers, and the benefits are decidedly marked, as I visit the schools, in the advancement of the scholars. One great difficulty is the lack of *qualified* teachers. Nearly one-half of the schools are necessarily supplied with teachers having a limited certificate. What is needed in this section is a normal class to be held for a few weeks every year upon which the teachers shall be required by law to attend, if they fall below a certain grade in their examination, in order to obtain a school.

To accomplish this, the new northern counties need a little assistance from the normal fund as well as attention of our worthy state superintendent.

I might write the usual description of deficiencies in some of our districts, but no good would be accomplished. It is the efficiency of the county superintendents and the teachers that is to raise our schools to the standard they ought to attain.

That system, therefore, which will secure the best men for county superintendents and raise up the best qualified teachers, will be the most influential in raising the standard of our schools.

A. KIDDER,  
*County Superintendent.*

## FOND DU LAC COUNTY}

This county is composed of twenty-one towns, two cities, and a part of one incorporated village. The county, outside of the city of Fond du Lac, includes one hundred and sixty-eight school districts, employing one hundred and eighty-one teachers.

Of these districts, Ripon, second ward, employs seven teachers; Brandon,, Waupun, and Ripon, first ward, three teachers each, and Rosendale village, Taychedah village, and Oakfield No. 1, two teachers each. The remaining districts employ one teacher each. During the winter term teachers were employed in all districts in the county except five. During the summer sixteen districts had no school. These were nearly all in the extreme eastern part of the county. The districts which are *accustomed* to have no summer school almost invariably have only three months school in the winter. It is impossible that the lapse of a course of years will not present the young people of such districts to society, with an educational preparation for life far inferior to that of those districts which have given their young people eight or nine months schooling each year.

The year has not been without its manifestations of improvement. Fewer cases of trouble have arisen than during the previous year. An increased number of schools have been decidedly successful. This is owing perhaps in part to the more systematizing of the whole school work; in part to care taken in the rejection of extremely young or poorly qualified teachers; but especially to the increased number of teachers who have tried to do their best, *in and out* of the school room, to educate in the highest and noblest sense those committed to their charge.

Full or partially graded school districts might be formed by consolidating districts in the vicinity of each of the following places, namely: Oakfield station, Rosendale village, New Cassel, Seven Mile Creek, and Calumet village.

The value of large districts and graded schools is not generally appreciated. The tendency, and unwisely, as it seems to me, is in favor of single schools and small districts, and yet in nearly all the localities just named, one or more private schools are regularly sustained. On account of this tendency I think the proposed "township system" would meet with violent opposition from a large majority in this county, since it would enlarge districts in many cases—re-district towns sadly needing to be re-districted and establish graded schools where they ought to be established—a few would appreciate the advantages thus offered. Its appointment of town school officers and its mode of electing the county superintendent would, I think, meet with general approval.

New rooms for fifteen schools have been provided during the year. With one exception all the new school houses are large and commodious, erected with taste and an eye to comfort and service. They do credit to the districts to which they belong. The new school building at Seven Mile Creek, were its entries larger, would be an excellent model. It is the best in the county for commodiousness and convenience of arrangement.

Three first grade certificates, twenty-one second grade, and two hundred and seven third grade certificates, were issued during the year. One hundred and seventy-six applicants were rejected.

The wages paid to teachers are too low considering the times and the labor required; and as a consequence some of our best teachers fall out at the close of each term and go into other employments. Though there has been a large number of applicants it has not been easy to secure the requisite number of well qualified teachers. No applicant has been rejected, whom I could conscientiously approbate. It had been hoped that the returning soldiers would fill the ranks of teachers, but few of them re-enter the school room, and instead, are engaged in adroitly withdrawing some of our best female teachers from the profession, into a very different life.

It is much to be regretted that school *officers* and *parents* give so little attention to the schools by personal visitation, though in this regard there has been an improvement during the year.

Entire neglect of the public schools on the part of some, and irregular attendance on the part of others, are perhaps the greatest evils with which we have now to contend. The scholars are most regular when the teachers are most faithful, and keep up a constant communication with the parents, by monthly reports and otherwise.

A Teachers' Institute was held at Fond du Lac in the spring, at which such assistance was secured as to make it one of the most efficient, and, in numbers, one of the largest ever held in the State.

The Superintendent made four hundred and twelve visits to one hundred and eighty-one schools. during the year; and gave fifty-one evening lectures on educational topics in various parts of the county.

I. N. CUNDALL,

*Superintendent.*

## GRANT COUNTY.

Having forwarded you my Annual Report, I, in compliance with your request, proceed to give you a special Report of the condition of the schools in this county.

I would here note some points wherein my statistical Report is imperfect, notwithstanding my having sent a timely circular to the town clerks, calling their attention to the importance of having their reports accurate and full. You will find several columns, such as those headed number of districts and joint districts not reporting, highest valuation of school house and site, number of pupils and attendance of pupils, imperfectly filled.

In some two or three districts teachers had failed to keep a proper register, and hence many valuable facts could not be reported. I would here suggest to District Clerks, that the law requires the teacher to keep

a correct register and makes forfeiture of pay the penalty of noncompliance with this requirement. Clerks should furnish suitable registers and not the blank books that are found in some of the schools.

There have been several school houses built in this county since my last report, and in Muscoda the school house has been well inclosed, the grounds graded and two out houses put up. In District No. 8, of the town of Lancaster, the grounds have been well inclosed and graded. I hope to see much improvement the coming year in the matter of building school houses and out houses, and of inclosing school grounds and ornamenting them with shade trees. A number of districts have voted quite liberally toward building next year.

There has been no change during the year in the matter of graded schools; but from the action of the school boards of several districts this fall, there may be a report of better things next year. There are eight schools in the county having made more or less advancement toward a system of grading. That in District No. 4, in Platteville, has been the most thoroughly organized and managed.

Although not immediately within my field, I would report with pleasure, that at Patch Grove, the friends of education have built an academy of brick, at a cost of about \$8,000. I trust that a like liberal spirit may get hold of the people there in the matter of public schools, and then their present small and dilapidated school house will soon be supplanted by one suitable for both the purpose and the place.

During the year I have made one hundred and seventy-four visits to the different schools in the county, and during the same time there have been delivered twenty-four evening addresses on topics immediately concerning the elevation of the Public Schools, the improvement of the Teachers, and the more thorough and practical education of children.

There are four towns that I have been unable to visit this school year, being prevented by indisposition at the time I had assigned to them. I shall visit them as soon as the fall term of school opens.

I have held, during the year, three Institutes, one at Lancaster, beginning December 27th, 1864, and continuing the following two days; one at Platteville, beginning April 10th, 1865, of same duration as the former one; and one at Boscobel, beginning August 28th and continuing till September 7th—nine days, being four days in the present school year and five in the next. At these there were respectively 36, 76 and 70 teachers in attendance. I find that the better class of teachers are the more certainly present at Associations and Institutes, whilst those who most need the drill and instruction seldom attend; yet I am hopeful of even these. I find at each succeeding Institute some new recruits from their ranks, and such usually express themselves as benefited and better prepared for their work, and regret past neglect to attend.

At these meetings I received valuable aid from Rev. Julius Schum and John J. Copp, of Lancaster, each of whom, in addition to drilling classes, lectured twice, also from the Hon. J. T. Mills and A. R. Bushnell of Lancaster, who delivered lectures, and from J. H. Terry of Spring Green, Sauk county, who took part in the drills and also lectured; and lastly the State Superintendent not only placed me under great obligation to him,



but also made himself many warm friends among the teachers of Grant county by his earnest and instructive labors in the Institute at Boscobel in the drill of classes, by his methods of instruction and words of counsel and encouragement. Superintendent and teachers would warmly welcome him among them again. To the teachers in the public schools of this county, who attended and took part, I tender my heartiest thanks, and as a reward for their labors promise them future opportunities to repeat them for their own and others benefit.

There were present at my fall examinations 154 candidates—114 females and 40 males, of the former 2 received certificates of the second grade, and 65 of the third; of the latter 31 received certificates of the third grade, making a total of 98, or 65 per cent. of the applicants who passed examination, leaving 56—47 females and 9 males who failed. At my spring examinations there were 279 applicants—256 females, 23 males; of the former 1 received a certificate of the first grade, 3 of the second and 163 of the third; of the latter 19 received certificates of the third grade, making a total of 186, or 66 per cent. of the applicants who passed, leaving 93 (of the former 89, of the latter 4) who failed to get certificates. This gives a total of 284 certificates of the three grades granted during the year. There are about 20 twice counted, leaving 264 different persons receiving certificates. A number of these have not taught and did not apply with the immediate purpose of teaching. But being in school with teaching in view, many of them were examined simply to ascertain their knowledge of the several branches and wherein they needed most improvement—many of these being young, my average of teachers' ages is below what it would be were the average age of those actually engaged in teaching given. I have granted in addition to the above, 43 local certificates—to males 5, to females 38. Several of these were granted to teachers who, although failing to pass examination, gave evidence of success in teaching, and some were given to those whose qualifications were good enough but who failed to attend public examinations:

The average age of the 327 who got certificates is 21 years, and their average experience is  $1\frac{1}{2}$  years. The oldest teacher is 59, with an experience of 38 terms of 4 months each. The number employed in the same school as during the previous year is 50. I am satisfied there is an increased disposition to employ the same teacher term after term, and there is also a marked increase of wages as shown by a comparison of my report with that of last year. Yet there are some district officers over anxious for change, and others too eager for cheapness.

I think I have labored not in vain in endeavoring to have good black boards in all the school houses, to have school houses built after better plans, and to have pupils supplied with slates and pencils. I find on visiting, for the second time, many schools, every pupil supplied with slate and pencil, where before but a few (and none of the smaller ones) had them; and often good black boards where before there was none, or but a very poor one. And during the year I have been called upon to furnish plans for six districts, for new houses, all of which have been received kindly, and I hope soon to find new houses in these several districts after the plans sent, or improvements on them.

The "Township District System is *desirable* and *practicable* in this state," and I would refer for my views more at length to my former special report. I concur in all that is contained in the paper on this subject issued by your predecessor.

I would say that I regard the teachers of this county as improving in educational qualifications and in the proper estimate of their calling, and I believe the schools are equally being lifted up and improved. The people of the county are generally alive to the interests of the public schools, regarding them as they really are, the safety and bulwark of a free people, the only means of universal education.

D. GRAY PURMAN,  
*County Superintendent.*

## IOWA COUNTY.

Since my appointment as Superintendent I have issued fifty certificates, nearly all of the third grade. I have also granted forty-five special licenses to teach for a less period than a year; about one-half of which were granted because the candidates asked for and received a private examination before the time of holding the public examinations, many of whom afterwards came to the public examinations and received a full certificate; the remainder were given to young and inexperienced teachers, some of whom passed a very creditable examination. Most of the teachers are desirous of obtaining a good third-grade certificate, but are not ambitious to rise higher. There were but four candidates for the second grade, and two certificates issued, and there were no candidates for the first grade. Most of the schools in this county do not absolutely require a higher scientific knowledge than the law prescribes for a third grade certificate; but in my opinion, other things being equal, a teacher who is competent to hold a first grade certificate is worth much more (and the difference may be incalculable,) to teach a primary school than one who is barely able to obtain a third grade certificate.

The schools generally throughout the county are intellectually in a good healthy condition. The teachers are faithful, diligent and attentive, and, I believe, try to make the best use of the means afforded them to furnish to the State intelligent and useful citizens.

The greatest evil I discover is a want of regularity in attendance. For this reason the success of some schools in agricultural neighborhoods has been very much retarded during the spring and summer; but the cause is apparent, of course. The older members of the family were absent in the army, and the younger had to supply their places. But as the cause has now ceased to exist, no doubt a marked improvement in this respect will be manifest during another year. By examining the statistical report it will be noticed that there is a large number of children (nearly twenty-eight hundred,) between the ages of four and twenty years, who have not attended the public schools at all during the past year. Scarcity of

laborers was a leading cause, but a want of sufficient school advantages near at home had an influence. All grades and ages of scholars are compelled to mingle together—study and be taught in the same room, and under the same circumstances, and the young seem to crowd out the old. A graded school, accessible at some point to the advanced scholars, would be of immense advantage.

There are but two graded schools in the county; one at the city of Mineral Point, which, while in operation, does good work, but a want of means limits the length of the school term, and therefore its usefulness. An effort will soon be made to amend the city charter, so that more money may be raised by taxation for school purposes. The other is at Dodgeville, has a good corps of teachers, is well managed, and is of great advantage to the community. Another graded school should at once be organized at Linden, and I am glad to learn that an effort is being made in that direction; another also at Highland. Here there are two very respectable school buildings, only a few rods apart, in which four teachers are employed, and a promiscuous school taught in each. If the two districts interested were consolidated, and a graded school established with three teachers, all parties would receive greater advantages at less expense. At the village of Avoca the people are doing well, they have a pleasant school building, and maintain a graded school of two departments a part of each year.

I believe the Township District System is desirable, for the reasons so clearly set forth in the report of the Superintendent of Public Instruction for the year ending Aug. 31, 1863. No superintendent can visit all the schools in the county as often each term as is useful, without he is possessed of untiring industry and commendable magnanimity; nor can he always awaken the same interest that he could were he a neighbor, and an acquaintance standing ready to seize every opportunity to present the good cause in the most favorable light.

Whether the Township System can be made practical or not, depends very much on the competency of the township officers who will carry out the details of the plan. In order to get good men some compensation should be allowed those who devote their time and labor to this work for the public good.

Our course of education, I think, is a little defective. We teach scholars how to speak and write correctly, and enough of mathematics to keep accounts, and some general ideas of the natural sciences, but the studies prescribed by law, no matter how thoroughly taught, illy prepare them to perform one of the most important rights and duties of a citizen of the United States. I refer to the exercise of the elective franchise. The right to vote is but of little use to him who does not know how to vote, and certainly to vote intelligently he should know something of our constitution, the principles of our government and our laws. In school he should prepare for all the duties of practical life, and this is one, and the safety, the prosperity and the happiness of our country, rest in a great degree in the sound political education of its citizens, which education should not run the risk of the reading of maturer years,

or the instructions of a partizan press. How this instruction can best be given, whether by text books. or by oral lectures from the teacher, I leave as an unsolved problem.

ALEXANDER WILSON,  
*County Superintendent.*

## JEFFERSON COUNTY.

The schools of this county have generally maintained their usual standing, although the absorbing interest in the war has drawn so largely on the attention and resources of the people. There has been an unavoidable decrease in the attendance of the class of larger pupils which seems to detract from the appearance of the schools; but measured by the standing of these of the same age, we have even more than held our own.

The inadequate supply of good teachers is one of the greatest difficulties to be met with at present. The opinion has prevailed that with the close of the war we should have a large number seeking employment in our public schools. Many districts voted at their annual meetings to engage male teachers for the winter terms. But on the contrary it has proved difficult to obtain enough of both sexes to supply the demand, for no other reason than that other employments pay better. Teachers' wages have advanced twenty-five per cent. over last year, but it will require a greater advance to induce capable young men and women to adopt the teachers' profession. When the pay is made equal to the work and responsibility, the needed supply will come.

Several districts have made arrangements to build during the coming year. The village of Lake Mills is preparing to build a large and expensive Graded School building, and Fort Atkinson is about to put up large additional buildings at an expense of from eight to ten thousand dollars. The war has shown the people their ability to raise money far beyond all previous calculations, and they have learned that it is cheaper to build schoolhouses than to put down rebellions.

We need legislation to induce a more general co-operation of the foreign population in our public schools. In many districts where from eighty to one hundred and twenty children are returned, from six to twelve will be found in the public school. We cannot, certainly, expect to build up and maintain liberty where the basis is so ignored.

I have taken pains to bring the plan of the Township System of Schools before the people in my intercourse with them this fall. There is a general feeling that we need some system that will impart increased vigor to the cause of education, but there is no definite idea as to what is needed.

There is a natural opposition to giving up the direct control of their schools, especially in districts that have maintained good schools, while the town, as a whole, is behind in educational interest. Among the points that commend themselves, are these:

It removes the school from the direct intervention of fault finders.

It is more likely to secure the best teachers through the co-operation of the superintendent and Town Board.

It will have a tendency to a greater average length of school during the year.

It many towns it will furnish facilities for higher grades of schools not otherwise attainable.

With these and other good qualities it will be a question whether or not it will be more expensive than the present system, though we have yet to learn that expense is an item of small importance in the matter of educating our children.

J. K. PURDY,  
*County Superintendent.*

## JUNEAU COUNTY.

In compliance with your request, I respectfully submit the following special report :

### *Schools.*

I am happy to state that I find marked improvements, in some respects, in our schools. Those branches (Mental Arithmetic and Orthography) which have been so sadly neglected heretofore, are receiving considerable attention. In my communication to teachers in the spring of 1864, I urged upon them the importance of giving those branches more attention, and in visiting schools the following summer, made it a point to propose questions to pupils and illustrate to teachers my method of "oral" instructions in these branches. And I am constrained to believe that the course pursued has proved beneficial.

About seventy schools were in operation during the winter of 1864-5, and about the same number during the past summer. And with few exceptions, were ably conducted.

### *Graded Schools.*

We have three graded schools of three departments each, and each maintains about ten months school in the year. We have one more district in which a graded school could be successfully established, as two teachers are usually employed in the school, which numbers over one hundred pupils.

### *School Houses.*

I notice but little improvement in school houses and school furniture.

Two respectable school houses have been built since my annual report; one in the town of Orange, and one in the town of Mountain. When I visited the latter school one year ago, I found a small log house, distaste-

ful, uncomfortable and inconvenient in every particular ; with a loose, clattering floor, rickety seats, squeaking door, and broken windows. When visiting the same school this summer I was delighted to find, instead, a neat white building of respectable dimensions, bearing unmistakable marks of taste, comfort and intellectual refinement in its external beauty and internal convenience. With these exceptions I find the same old school houses, with the same awkward desks, and the same uncomfortable seats that I found in the winter of 1863-4, though in some districts the subject of a new school house is strongly agitated. One log school house was consumed last winter by fire, and preparations are being made for a framed house in its stead.

#### *Teachers.]*

The whole number of candidates examined since August 31st, 1864, is one hundred and seventy, of which number, nine received second grade, one hundred and seven received third grade, and twenty-four received limited certificates, and thirty were rejected. No first grade certificates have been granted during the past year.

There is a commendable zeal manifested on the part of teachers to improve, and become thoroughly qualified for their arduous and responsible work.

No county can boast of a more faithful, earnest and active corps of teachers than ours.

#### *Teachers' Institute.*

A Teachers' Institute was held last fall at Mauston, by the undersigned assisted by Prof. H. O. Wood, former superintendent of this county. The Institute was conducted upon the principle of a Normal School. and continued thirteen weeks: about sixty teachers were present. I am satisfied that we had a pleasant and profitable time. The Institute this fall will be held at the same place, commencing October 16th.

#### *Pupils.*

The average attendance of pupils is about the same as heretofore. I am sorry to say there seems to be but little improvement in this direction.

Irregular attendance is the bane of our schools: but parents and teachers can remove the evil.

#### *Visits.*

The visits of parents and district officers to schools are like the "visits of angels" to this mundane sphere—"few and far between." There seems to be an inclination on the part of patrons to leave the schools and the instruction of their children to the teachers and superintendent exclusively. Parents do not realize the amount of good they can accomplish by visiting schools, by letting the children know that they are interested

in their work, encouraging them by their presence if nothing more. Children love to be noticed; it stimulates them to greater effort; and what is said of children in this respect may be said of teachers.

*Township System.*

I am satisfied that this system would be a benefit to the state as a whole. It cannot but operate admirably in densely populated districts. And should no benefit accrue to the sparsely settled localities by the adoption of this system, I can see no evils resulting therefrom, and it should be our aim to benefit the many rather than the few, when we can do so without injury to the few.

GEO. P. KENYON,  
*County Superintendent.*

KENOSHA COUNTY:

The raging of civil war has necessitated the employment of female teachers almost exclusively. They have succeeded well in government, as well as in imparting instruction. Our schools the past winter compare favorably with the same number ever before visited in the county. Patrons, school boards and teachers seemed determined to aid and support each other, and the result was, of course, success.

*School Houses.*

No new houses have been built, but many districts have exhibited a commendable interest in decorating their houses, papering them, furnishing them with pictures, and thus making them pleasurable abodes.

*Apparatus.*

School district No. 5, of the town of Brighton, has set a good example in furnishing a set of Mitchell's Outline Maps. Many districts have procured charts and manuals in penmanship.

*Schools.*

District No. 1, Somers, has taken the lead during the summer term in penmanship, showing conclusively that that much neglected branch of education may be successfully taught in our district schools. I have to report general good order and almost entire suppression of communications, such as whispering, etc.

*Reports.*

Teachers attach much importance to the monthly reports required of them; regarding them as of great value in securing order, punctuality in attendance and good recitations; I find no difficulty in securing prompt reports from each teacher.

One feature in reports which has proved quite efficient is, allowing teachers to insert in the report the names of those children who have been "perfect" in recitation, in deportment, and those not absent or tardy during the month. These names are engrossed on the "roll of honor" kept by the superintendent for the county.

*Visitation of Schools.*

In my visits to the schools I have made three grades, corresponding to the grades of certificates. If the grade of certificate granted at examination is too low or too high, as regards the *practical* teaching, it is rectified at the next examination.

The reports are also taken into account in classifying teachers. If the report and the visitation do not correspond, the discrepancy must be accounted for by the teacher. Thus a close system of espionage is instituted for the entire county. The faithful teacher is justly encouraged, and incapacity and inefficiency rebuked and discarded.

*Soldiers' Home.*

During the summer, quite a large amount has been contributed for the "Home" at Milwaukee. Many schools have, by this means, secured a beautiful engraving for the school room.

*Teachers' Institute.*

We have just closed an Institute of much interest. It was held for two weeks at Wilmet. Most of the teachers in the county attended. Lectures were delivered by Hon. J. G. McMyynn, Superintendent Smith, of Walworth county, and Rev. F. B. Norton.

A spirited discussion of many points of "Theory and Practice" took place, and all the exercises were very interesting, and we hope profitable. Prof. Griffith, of Batavia, Illinois, had charge of Elocution, and Prof. North, of St. Louis, of Vocal Music. Both of these gentlemen acquitted themselves to the entire satisfaction of all present.

Although our schools are far from perfection, yet, upon a review of the year, we can see progress. There appears to be a new formation of educational development. There is a very general demand for *qualified* teachers.

School Boards say: "We want value received for our money, and we wish to *pay* for work well done." Never before has been felt so much



the need of teachers thoroughly fitted for their work ; and in this county we hail with joy the prospect of having established in our own State one or more Normal Schools. A work alike worthy of the distinguished projectors and of the great State of Wisconsin, by which she ranks foremost in educational progress.

R. GRAHAM,  
*County Superintendent.*

## KEWAUNEE COUNTY.

The short time that I have held the office of County Superintendent will preclude me from making an extended report. I will briefly state the condition of the schools as I have found them since my appointment, which was to fill the vacancy caused by the resignation of D. D. Garland, and bears date April 27th, 1865.

### 1—*Schools.*

The schools, with a few exceptions, are at "low ebb" as we are in a heavy timbered country and sparsely settled, which renders it somewhat difficult to get good teachers to come here.

### 2—*School Houses.*

We have six frame school houses and about thirty log, the former, as a general thing, are well arranged both for pupils and teachers, but the latter are in too many instances unsuitable for the purpose designed. I am happy, however, to state that in many instances I have caused decided improvements to be made.

### 3—*School Apparatus.*

There are four schools furnished with outline maps, and almost all of them are furnished with black-boards most of which are of too small dimensions.

### 4—*Graded Schools.*

We are to have two graded schools the coming winter, one at Kewaunee, the county seat and the other at Ahnapee.

### 5—*Certificates.*

There have been 41 certificates granted during the year, 26 third grade and 15 limited.

The average of punctual attendance has been about seventy-five per cent.

Owing to the heavy war tax for the past few years, many districts have labored under difficulties to keep up their schools, but as the condition of the country reverts back to first principles again, it will doubtless show decided improvements, especially in the newly settled counties.

S. L. KEITH,  
*County Superintendent.*

## MANITOWOC COUNTY.

In transmitting to you my annual report, I can only say that in this county the cause of common schools and education generally, has been greatly promoted during the past year. At the school meetings this fall, the people have raised more money than formerly for improving and building school houses, purchasing more valuable school sites, and increasing teachers' wages. Take it all in all, I believe Manitowoc County has made rapid progress in her educational interests, and manifests a desire to improve and increase.

JERE. CROWLEY,  
*County Superintendent.*

## MARQUETTE COUNTY.

Herewith find my report of the condition of the common schools in this county. I regret it does not come to you in better condition. My inexperience as County Superintendent is the only apology I can make. I see now many errors and blunders that might have been avoided, or corrected, had I known or suspected the reports of the town clerks would be so deficient and erroneous. Their reports reached me so late there was no time to revise or correct, except in a few instances. I am sorry to say, too, from the present prospect, the annual report next season will not be a great improvement on this. The opposing candidates now before the people of the county for election to the office of county superintendent, are, in my opinion, the poorest kind of stock for the position—neither of them even being members of our teachers' association, and neither of them has ever attended an institute in the county to my knowledge. What a humbug and imposition that county superintendents are elected. I hope to see the time, and that soon, when men will not be

CSUPP.

allowed to fill this important and responsible office until they are examined by the State Superintendent, and obtain his certificate that they are qualified, in literary attainments at least. Now it frequently happens through political jugglery and chicanery, that men untirely unfit are elected to this office, and the public thereby imposed upon, our children robbed, and the public money wasted. When will such grave evils be rectified? Not until the masses are better educated. Not, I fear, until a law is passed that all parents, and those having children under their charge, shall educate them—give them three months schooling yearly, at least.

In regard to the township system for the government of common schools, I will say, from my experience as county superintendent during the past year, I am more thoroughly convinced than ever of the beneficial results that would ensue from the adoption of this system. No other system, I am satisfied, in this county at least, will carry out the spirit of the constitution of this State, which requires the establishment of district schools to be as nearly uniform as practicable. The cash value of the school houses in this county (some sixty in number,) will not amount to above \$10,000; many of them not fit to stable a decent horse in; almost all without any inclosure; the outhouses in the most deplorable condition; many of the districts, owing to their small size and the small amount of taxable property in them, are burdened with heavy taxes, and almost compelled to employ cheap teachers to support a school three months in the year, while the more wealthy districts are comparatively lightly taxed, and support a school for a much greater length of time. The result is, the burden of taxation is heavy upon the poor and light upon the rich. This is not democratic, or in accordance with the spirit of our institutions. Many of these evils, and many others which might be mentioned, might, in my opinion, be avoided by the adoption of this system. It would be cheaper; our schools more ably conducted; our school houses more comfortable and convenient; taxes would be better equalized, and the office of county superintendent be rendered much more efficient. It seems strange, when this system has been so thoroughly and successfully tried in other States, and so urgently called for by the best educators and teachers everywhere, that our wise savans at Madison do not see the propriety of passing an act to adopt it. I sincerely hope you and all who feel a lively interest in this matter will continue to agitate the subject.

E. B. CHAPMAN,  
*County Superintendent.*

## MILWAUKEE COUNTY.

*First District.*

I compliance with your circular letter accompanying the blank form for the annual report, I have the honor to submit the following :

The character of some of our school houses has undergone no change for the better, but has been rather growing worse. Taking the whole, in this district, we have some decidedly bad, indifferently good, and very good ones, and their quality is always proportionate to the interest which the people in the neighborhood manifest in their prosperity.

A new brick school house is now building in district No. 8, town of Lake, at a cost of \$1,600, which, when finished, will be a credit to the inhabitants of the district.

Great improvement has been made in the qualifications of teachers during the last two years. This has been clearly shown, not only in the public examinations of teachers, but also in the improved, order, instruction and discipline of the schools.

There have been eighteen teachers employed in the same schools this year as last, and invariably these schools have made the best progress of any in this district.

I am sorry to say that the people generally do not show their esteem in the proper manner, that is, by visiting their children while in school; and I know of several instances in which the district officers have not shown their faces in any school during the past year. It is a universal rule, that in those districts where the inhabitants and officers most frequently visit the school, there the best schools are found, and the best teachers seek employment.

There is another evil, which I hope to see reformed, that exists in our schools, that is, the frequent change of teachers. This and the short period for which they commonly are employed, are great obstacles against teaching. Over three-fourths of our teachers are ladies, who, in general, are well educated, and fit for the high position they occupy; yet the short period they follow teaching draws too many beginners into the field, and hinders the schools in their progress.

In my opinion the Township District System is not desirable and practicable in this State.

WM LAWLER,  
*County Superintendent.*

## MONROE COUNTY.

Many portions of the county are new and sparsely populated, with a disposition to narrow down the limits of some of the school districts. Results, poor pay, and as a consequence, comparatively poor teachers,

who fail to succeed as could be desired. In other parts a larger population is found and an ability to pay better wages, hence they have older and more experienced teachers. I am pleased to say this is the larger proportion of the county. A few schools are excellent, as good perhaps as are found in older and wealthier counties. The majority of the schools are in the hands of those who are devoted to their profession and deserve special commendation for their persistent efforts amid great discouragements. We notice several things that are especially to be regretted. 1. Poor school houses; some are mere apologies, many badly located, illy constructed, cold and dark. 2. The greatest multiplicity of textbooks; some modern, and others introduced some time since the dark ages. 3. Young and inexperienced teachers. As a consequence too many of the schools are nearly a failure, badly taught and worse governed. In our semi-annual report to the patrons of the schools we have called attention to these disabilities, we hope with some success. We have especially urged district officers to a more careful performance of their duties; also have recommended a definite uniform series of textbooks for adoption. Some improvement in school buildings is noticed. The one in the village of Tomah is about completed, at an expense of \$2,600, and is a fine structure, neatly seated with patent seats and supplied with proper means of warming and ventilation, etc. Other districts are proposing to build; we have urged on such the importance of adopting the best models without regard to expense. We are informed that the citizens of Sparta are moving to erect a substantial high school building to cost some \$10,000. We have but two graded schools in the country, viz: the village of Sparta and Tomah, each one, in the hands of thoroughly competent persons. We have visited nearly all the schools twice since January last, and have addressed the people at various points upon local and general matters pertaining to the schools. In conclusion, while we cannot speak of that progress desired, yet we feel that progress has been made. We trust all interested will address themselves to the work of improvement, then success is sure.

C. W. KELLOGG,  
*County Superintendent.*

## OZAUKEE COUNTY.

The schools in this county remain about the same as last year. A supply of good teachers is the great desideratum, but where will you get them, when you look in my report and see what the average wages are that we are paying. I presume we shall always be troubled in finding enough good teachers, and I think this arises from two main causes. One I have mentioned before, the other is that of one hundred rural districts, school will be kept the year around in but 3 or 4, while in the remaining 96 or 97 from 3 to 6 months' school is taught. What shall the teacher do during the long vacation? Can he afford to improve himself for the

next 3 months' teaching the coming year, and use up his small earnings, or is he to follow another trade or occupation? If he does the latter, he will, perhaps, generally find his new employment more profitable than keeping school, and then it may well happen that young and talented men drop school teaching after a term or two and follow another business, while the lazy and good-for-nothing portion are likely to remain on hand, idling through the summer, to warm their shins in the winter at the school house fire. We want but three or four large districts in each fully settled farming town, so that school can be kept the year around, and good wages paid. There is no need that each farmer may have the school house before his door, because it is too far for his small children to walk. Small children, or children under seven years of age, have no business in school; they better stay at home, but may attend during summer and fall. It is much better, and it will be of greater benefit to children, to walk a mile or two farther, and be instructed by a *good* teacher, than be bothered by a poor one who lives next door. By carrying this idea through we may have a class of teachers who will make it, and can make it, their *whole business* to teach our common schools; but with our present system we shall never succeed. Let the supervisors of each town or county build good substantial school houses, at convenient places, divide the districts so that it is comparatively easy for each district to keep school the year around, and, if possible, have two or three departments. You will then raise a class of teachers whom we can honor and trust. Devise a system of giving us *good teachers*, and all the rest, town or county system, is of minor importance; but I again repeat, that teachers must have employment *as such*, the whole year, in every one of our schools, and I have no doubt that it can be done in all the older settled counties in this State, by reducing the number of districts and letting the town or county supervisors locate and build the school houses.

FR. W. HORN,

*County Superintendent.*

## PEPIN COUNTY.

The schools of this county are new, and have not that degree of regularity, system and order which characterizes older sections; but I am happy to state that they are improving, and the interest in education is daily increasing.

Some confusion exists about the formation of new districts, and the division of old ones. Some districts embrace a large extent of territory, making the school houses inaccessible to some of the inhabitants, while the house in the adjoining district is near enough. In such cases children are deprived of schooling, unless they pay a regular tuition fee.

In regard to the Township District System, I have acted upon the advice of the poet,

"Be not the first by whom the new is tried,  
Nor yet the last to lay the old aside ;"

And after due consideration, have come to the conclusion that it is not only desirable but also practicable.

It will be more efficient than our present system. It is very seldom that we get a real live business man who is qualified for the office of district clerk: such a man will not accept it, hence it is given to incompetent and careless men, who, in hiring teachers and conducting the schools, act from the sole stand-point of the cheapness of the school; being paid nothing for their services, they scarcely ever visit the school or attend to the other duties of the office.

The truth of this can be substantiated by a large majority of the teachers and town clerks of the State. The fact is, the district board woefully neglect their duties. They are generally farmers, or engaged in some other honorable occupation, which requires all their time, even if they have the desire to see to the affairs of the district.

Now give us a town board in their stead, with their duties marked out, and well paid, selected from the most efficient men in the town, and this half-hearted business will vanish from our schools; it will inspire teachers with new energy and life, while now many, being creatures of influence, plod along, catching the spirit of indifference from district officers.

I am in favor of the Township District System, from the fact that it is more compatible with the fundamental idea of our free school system. It breaks down the barrier that the child, simply because he happens to live in an adjoining district, is deprived of a school.

It may be said the same objection lies equally against the township system, but not so strong, for as the boundaries enlarge the objection diminishes, and the township, I believe, to be the normal idea of a district as regards size.

Again, it would do away with much contention, and settle at once at least five hundred neighborhood quarrels in regard to districts, which are now pending in the State.

It seems superfluous to argue the almost palpable fact that the township system affords a better chance for graded schools. Visit almost any district and we find two or three advanced scholars studying, or trying to study, some of the more advanced sciences. These advanced scholars are almost losing their time, while they are at the same time robbing the small children of their opportunities. Now the law and spirit of our educational system is to let the advanced go on still further, and help the backward along; but in a heterogeneous school (and most district schools are such,) we have exactly the reverse of this—the scholar who would progress is held back, and stands in the way others.

Now in almost every town there are enough of these advanced scholars to make a good respectable school. The law contemplates that this school should have a principal well qualified for his business. This school, as a

center, would send out its influence to the surrounding schools of the town, infusing life, not only into the teachers, but also into the pupils. This system is in accordance with the development of the mind. Progress ahead! The child counts up the terms when he will reach the graded school—the advanced school. The presence of at least one live, thorough going teacher in each town of the State, will be a great achievement.

Teachers' institutes will be held often, and with less expense to teachers, resulting in a greater amount of benefit all around.

The objection has been raised by some very able educators, that the township system would be a cats-paw for demagogues, but certainly I fail to see why. In our government we must trust to the intelligence of the people to elect suitable men. Educate the people, and then let them work. This is our great safety-valve.

As the education of the people—the masses—in a republican government, is the substratum upon which the government, as a superstructure, rests, it is of the utmost importance that the foundation be solid, and it is unwise to talk about the expense of procuring a solid foundation; so long as the superstructure is assuming such gigantic proportions, the expense must be incurred whatever it may be. If we can build navies, raise armies, and carry on war to carry out the government, we can raise money to lay the foundation upon which the government rests, viz., the education—the general intelligence of the people; hence, if the township system is better than the present one, we should adopt it even though it cost a little more; but this is extremely doubtful; the probabilities are that it will not only be far better, but also cheaper.

J. R. HANAN,  
*County Superintendent.*

## PIERCE COUNTY.

We have labored under some embarrassments. The war took nearly all our male teachers from us. Then our densest settlements are separated by "woods," so that it is difficult to convene our teachers at any one point:

But in some respects we have made progress. The law is better understood and more generally observed. Special examinations, once very common, are now seldom solicited. Few special pleas for leniency are now presented, either by teachers or school officers. The *best* teachers are now sought in nearly all the districts. Our teachers progress. Those indisposed to study and progress drop out of the ranks.

We have two graded schools, one with six departments and one with three. Both are in good condition and growing in public favor. We have no private schools. All join to make our union schools good enough for our richest as well as cheap enough for our poorest people.



I am not prepared to commend the "Township System." Our settlements do not conform to town lines. We have many joint districts. Each of our two graded schools draws its scholars from three towns and one of them from two counties. Unless a law can be framed on a better plan than any I have seen, I should think it not adapted to our wants. I may add, that the people generally seem jealous of such a centralization of power. I concede some advantages to the Township System, and it is possible my objections might be removed.

Next month I yield my office to a successor and soon remove from the state for a time. I trust my successor, whoever he may be, will be capable and faithful. And may the cause of education in Wisconsin and specially in Pierce county, ever flourish.

CHARLES THAYER,

*County Superintendent.*

## POLK COUNTY.

There has been but little improvement made in respect to school houses the past year. The immense taxes which have been raised for the payment of volunteer bounties seem to have absorbed the means which might otherwise have been appropriated to building. There has, however, been two good hewn log buildings erected, and plans are being matured for the completion of three good frame buildings, one of which is designed for a graded school, in the village of Osceola, which is very much needed. We have at present eight good frame school houses, five comfortable hewn log houses, two miserable shanties, and seven schools are taught in private houses; two districts have had no school the past year. Most of our school houses are provided with blackboards, and three have outline maps, one of which was purchased last spring.

The State Superintendent's circular has done something towards awakening an interest in regard to some of the things mentioned therein.

### *Teachers.*

I have examined during the past year twenty-five applicants, seven of whom have been rejected, and some others would have been, had it not been for the scarcity of teachers. I have in several instances been obliged to grant limited certificates between the semi-annual examinations, and in some instances have endorsed the certificates of the Superintendent of St. Croix county, which I think is preferable to granting special examinations. I have generally required teachers holding third grade certificates to pass examinations semi-annually, which plan although not appreciated by all, has nevertheless had a good effect in prompting teachers to study and prepare themselves for higher attainments. As for the teachers of Polk county, I can say they have not been idle. With but few exceptions an advancement has been made which would compare well

with the advancement made by the students of any high school. There has been a thorough waking up, and they begin to see that they *must* advance with the times.

The county superintendency has worked well in our county. I have been actually employed about 100 days each year in the business of the office, and, although laboring for the small and very inadequate compensation of \$125 per year, I have not been weary in well doing. I can see that my toil has not been in vain. The satisfaction of knowing that I have done something, for the advancement of the cause of education seems to repay me for my trouble.

"The township system," I think, would rather be an injury than a benefit to us, however much it might be desired by the more densely settled portions of our State. But, lest my report may weary you, I will not take up space in the discussion of its merits or demerits.

School visitations have not been so frequent as they should have been. This neglect seems to arise not so much from a lack of interest as from a kind of false impression, which seems to be prevalent in this section of country, that they have no business meddling with the teacher's work; but this idea is rapidly passing away. In one instance, while delivering a public address, I was interrupted by an old gentleman asking me if people had a right to visit the school. I told him, most certainly they had, and every good teacher would thank them for a friendly call, and the school would be benefited by it. He replied that he was very glad that such was the case for he took pleasure in visiting the school. One thing is remarkable in our county. We have had but two terms of school taught by a male teacher for the past year. As I expect to retire from the office at the expiration of my term, not being able to spend my time for the small pay, I hope it will fall into competent and faithful hands, whose heart shall be enlisted in the cause, as mine has been, and that *education* which is the foundation of our civil liberties may be considered worthy the attention of all.

R. H. CLARK,  
*County Superintendent.*

## PORTAGE COUNTY.

As to the condition of our schools, I am not able to report much improvement during the past year. At the time of making the appropriations for the maintenance of schools during the year, the war was still raging; heavy drafts had been made, not only upon the able bodied men, but on the financial resources of the country, to meet the exigencies of the war, hence the appropriations made in some districts were not sufficient to keep up vigorous schools for the length of time they should have been. Our people, generally, appear to be fully aware of the fact, that in order to have good schools, they must be able to employ good teachers, and I am well satisfied that nothing short of

dire necessity prevents them from supplying the means of hiring such teachers. Considerable more inquiry has been made for good teachers, the past year, than the year previous, and I think it a good omen that the practice of hunting up a person who will teach cheap is no longer the *ne plus ultra* with school boards, but while they do not ignore the question of compensation, they are becoming more and more conscious of the fact that in order to secure first rate teaching talent, they must pay first rate wages, I feel encouraged to hope, from the increasing indications of interest manifested upon the subject of schools, by the people of this county, that each succeeding year will be marked by some progress. The subject of good school houses in districts that are destitute of them, is very generally engaging the attention of the people in those districts, and I am sanguine in the belief that the next annual report of the Superintendent of this county will show an addition of many good school houses to those already existing. In short, though living in a region where the "century aged pine" is singing his eternal requiem over our heads, we are alive to the fact that upon the education of our children, depends not only their happiness, usefulness and respectability in life, but also the very life and perpetuity of our government.

Our teachers, in point of qualifications (I speak now of those only who are teachers) are gradually assuming a higher position, and now that the sun of peace has again risen over our beloved land, I trust that such a state of things will be soon brought about as will induce talented men and women to engage in the profession of teaching for life, and this can only be accomplished by making such provision as will assure every worthy teacher that by entering that profession he will be sure of a competence through active life and old age.

With regard to our school law I am not prepared to say in what particular it might be amended for the better. I regard it now if properly administered, as sufficient to enable every locality that has a population of a half dozen families to have a good school. Constantly tinkering and modifying a law which answers well the purpose for which it was enacted, is unwise, and no radical changes should be made until a thorough trial of the existing law has demonstrated its necessity. Our school law has very recently undergone a thorough revision and codification. I would suggest that it is the part of wisdom to let it remain unaltered until the people have time to learn its provisions and see its workings. If I were to propose any thing in addition to the existing law, it would be in the shape of a supplement, subjecting all school officers, from the highest to the lowest, to such penalties for the wilful neglect of their duties as would insure their faithful performance of them. Further, I would impose a penalty upon that parent, or guardian who, when a good school is provided for his children, by the imposition of a tax upon the property of the State, and by the beneficence of the general government, unnecessarily keeps them out of school, or wilfully or carelessly neglects to send them. These are strong measures, some would say arbitrary and opposed to free institutions. I have neither time nor space to present arguments in their support. I will simply say that the State is bound by its constitution to provide the means of education for all its children, and it is

certainly logical to conclude that after having made these provisions, it has the power to make such laws as will render those provisions effectual and not leave it at the option of careless or thoughtless parents to render those provisions nugatory.

In relation to the township system, allow me to say that I have some personal knowledge of its workings. I consider it well adapted to a densely populated country. Its main value, in my opinion, is that it authorizes the establishment of graded schools, in which all the children may have the opportunity, by a regular graduation from the primary to the high school to receive a much more thorough and extensive education than it is possible for them to receive on the independent district system. But such a system (I speak now for my own part of the State) would be entirely impracticable in sparsely settled counties, such as this and many others are.

W. R. ALBAN,  
*County Superintendent.*

## ROCK COUNTY.

### *Second District,*

From the written reports of the teachers and a visitation of the schools, I have prepared the following tabular statement :

No. of district schools in the superintendency,.....	82
No. of departments in the district schools,.....	87
Average number of pupils registered in each department,.....	33
Average number present on days of visitation,.....	23
Percentage of attendance of the number registered,.....	70
Percentage of the attendance of the whole number entitled to school privileges,.....	42
Percentage of pupils under 5 years of age,.....	4
Percentage of pupils between 5 and 10 years of age,.....	42
Percentage of pupils between 10 and 15 years of age,.....	40
Percentage of pupils between 15 and 20 years of age,.....	13
Percentage of pupils over 20 years of age,.....	1
Percentage of pupils studying mental arithmetic,.....	35
Percentage of pupils studying written arithmetic,.....	30
Percentage of pupils studying grammar,.....	15
Percentage of pupils studying geography,.....	39
Percentage of pupils instructed in map-drawing,.....	21
Percentage of pupils instructed in composition, writing,.....	18
Percentage of pupils studying algebra,.....	3
Average number of classes in each school,.....	19
No. of different teachers employed in the superintendency,.....	133
No. of male teachers,.....	25
No. of female teachers,.....	108
No. of teachers holding first grade certificates,.....	4
No. of teachers holding second grade certificates,.....	11
No. of teachers holding third grade certificates,.....	118
No. of teachers without previous experience,.....	25

No. of teachers having taught from 1 to 10 terms,.....	88
No. of teachers having taught from 10 to 20 terms,.....	14
No. of teachers having taught more than 20 terms,.....	6
Average experience of teachers in terms,.....	5
No. of teachers employed in the same school during the whole year,.....	17
No. of teachers under 20 years of age,.....	38
No. of teachers between 20 and 30 years of age,.....	70
No. of teachers between 30 and 40 years of age,.....	11
No. of teachers over 40 years of age,.....	4
Average age of teachers in years,.....	24
No. of school houses in the superintendency,.....	82
No. of school houses good and commodious,.....	12
No. of school houses comparatively good,.....	28
No. of poor school houses,.....	42

I wish I could say that there has been considerable improvement made in school buildings during the past year, but, excepting the erection of two new school houses,—one of these a model one in the town of Beloit,—and the repairing of a few others. there has been nothing done in this respect worth mentioning. The high prices of materials and labor continue to be the greatest hindrance to these improvements, which, for the sake of the comfort and convenience of pupils, it is hoped will soon return to reasonable rates. In a majority of the districts the school house does not compare favorably with the remaining buildings, and in a few it is scarcely an apology for a shelter for brute animals.

The schools, I think, are generally improving, though they are far from what they might be, and will be when their wants are better known and provided for. Some enjoy the services of competent and faithful school district officers, that are careful in the selection of teachers, and provident in supplying facilities for a better instruction of pupils. Such schools are a credit to the county and a blessing to those that enjoy their advantages. I regret to say, on the contrary, that there are a few suffering from neglect. For these a cheap teacher is hired without much regard to his qualifications and former experience, and the least possible provision is made to secure their comfort and advancement. It can not be that those responsible for this carelessness and neglect, attach sufficient importance to the proper education of their children, or have a conscientious regard to their immortal interests.

The pupils generally are quite well classified; much more however might be done in this direction, if some of the smaller districts were disorganized and attached to others, and some of the larger were divided into two or three departments. There is scarcely a town in which this might not be profitably done. Certainly it would be much better for the children to go even two miles to a school properly graded, classified and conducted, than to attend a poorer one nearer home. But the greatest hindrance to a good classification of pupils in their studies, and the most serious evil in the public schools, is irregularity of attendance. By comparing this with the last annual report, it will be seen that there has been less of this during the past year, but still it is an evil of so great a magnitude as to require, I think, some legislative action to remedy it. It would probably be inexpedient to enforce attendance of children upon

the public school, as is done by some of the less democratic governments of Europe, yet some inducement might be held out to secure this, if the public money was apportioned wholly or partly on the basis of actual attendance. If this was done, parents, who are mainly responsible for this evil, would not only feel a greater interest in sending their children regularly to the district school, but also in maintaining it for a greater number of months.

Of the one-hundred and sixty-three applicants for certificates that have attended the public examinations, one hundred and thirty-four were licensed to teach; three receiving first grade certificates, nine second grade; and the remainder third grade. A larger number might have obtained certificates of a higher grade, but did not consider that such conferred upon them privileges sufficient to compensate them for the additional time and labor required in the examination. As a class, the teachers were faithful to their business and worthy of high commendation for their success. If the school houses, apparatus and other facilities of education compared favorably with the qualifications of the teachers, our schools would rank high in comparison with others in this country. There was no case in which "the teacher was turned out of school," and I know of but two decided failures, and one of these was owing to circumstances over which the teacher had no control. A large majority of the winter schools were taught by female teachers, and these were equally as well governed and instructed as those under the charge of the sterner sex. From the fact that the former make teaching a vocation for a longer period of time, and can profitably be employed in the same school during both terms of the year, I think that preference should be given to engaging their services whenever their qualifications are not inferior.

A. C. WHITFORD,  
*County Superintendent.*

## ST. CROIX COUNTY.

The whole number of children and youth in this county over four and under twenty years of age, is 2,857, being an increase of twenty per cent. above the number reported last year. Of this number, 656 have not attended school during any part of the preceding year. To provide for the instruction of these children, there has been expended during the year the sum of \$11,022, or about five dollars for each one that has attended school. The average wages paid to female teachers is \$26 67; to male teachers \$37 77 per month.

Several new districts have been organized, but only one school house has been built during the year. Some remain unfinished, and their present condition affords painful evidence of the poor economy of building school houses piece meal. Of about sixty school houses in the county,

eighteen only have yards inclosed, and twenty-two only have out-houses in good repair. The attention of district boards has been called to these facts repeatedly, but hitherto without much avail.

Nor is the condition of things inside of a large proportion of our school houses much better. In more than two-thirds of them the seats are too high for the younger children, and in many instances without backs, so that they are compelled to sit unsupported, with feet dangling in the air. In some there is no blackboard, no chair, and in fact, no movable furniture except a stove. In many others the blackboard surface is too meager, the plastered walls need repairing, and panes of glass to be replaced.

Quite too many of our school houses look desolate and dilapidated. There is nothing inside nor outside to invite to personal neatness or decency in conduct.

Happily this is not the case with all.

In several towns commanding sites have been selected for the school houses, which, being built with some regard to architectural propriety, and painted white, afford a pleasant relief to the monotonous landscapes surrounding them. But even such are not all inclosed or in good repair, and only two are supplied with wall maps and globes.

Of the prescribed studies no one is more faithfully taught in most of our schools than mental arithmetic, and no one ought to be held in higher estimation as a disciplinary and practical exercise. At our public examinations more candidates for a license have failed in this branch than in any other of the required branches. It has not been recommended to our teachers to make this or any other branch of study a hobby, but to apply themselves so thoroughly and carefully to numerical analysis, that they may teach properly this interesting and important study.

Our institute held in Hudson was largely attended and productive of much practical benefit. Still the limited time of four or five days was felt to be insufficient to accomplish what is needed. On this account our next institute was appointed to meet at Richmond on the 3d of October of the present year, to continue throughout the month. The institute is now in session, and is attended by a majority of the teachers in the county. The exercises consist of a review of the branches required to be taught in district schools, with familiar lectures, illustrations and discussions. Institutes conducted in this manner, although poor substitutes for a thorough and protracted course of study, will, it is believed, tend to stimulate and encourage teachers, and afford them an opportunity to refresh their memories, and also to produce uniformity and thoroughness in their methods of teaching.

During the past year, our schools, with four exceptions, have been successfully conducted. Teachers have been zealous and faithful. Their measure of success would have been greater had they received the cordial co-operation of the district officers and the other patrons of the school. Complaints of irregular attendance and official neglect are fully justified by reported facts.

The average attendance amounts to only fifty per cent. of the number registered. The schools have been but seldom visited, and some of the district clerks have persistently refused to furnish even a register. Such

palpable neglect of official duty subjects teachers to much inconvenience and districts to the liability of loss.

Our district school system seems to require some material modification, or the substitution of some better plan. Such is the opinion of many of our best teachers in this and other States. In many of our school districts it is impossible to find competent men to serve as district officers. Hence the lamentable negligence and looseness in the management of district affairs. Every thing is disjointed and irregular. Districts become disorganized, or fail of being reported; contracts with teachers are neglected; suitable fuel and furniture are not provided; petty broils are engendered, and general uneasiness and dissatisfaction prevails. In districts favored with competent and liberal minded men, matters are in quite a different state, but such are few in comparison with the whole.

The Township District System has been proposed as a remedy for the evils attending our present school district organization. This system is now in successful operation in some of the States; and, that it was earnestly advocated by our late Superintendent of Public Instruction, and by other experienced and prominent educators in our State, is greatly in favor of its efficiency and practicability.

I confess myself, after much reflection, to be in favor of its adoption for trial. The legislative act that would establish it can easily be repealed if the system should be found to be impracticable. If it should prove to be no better than our present system, it might lead to modifications which would be salutary to our educational interests, and relieve society from the plague of personal quarrels with which almost every school district is now infected.

Notwithstanding the extraordinary burden of taxes, appropriations for schools in our county during the past year have been liberal. Teachers' wages, compared with previous years, have been advanced twenty per cent. Such is the appreciation of well qualified teachers by the patrons of the schools, that district officers have felt justified in offering generous compensation to secure their services. There is, generally, among both the native and foreign population, a growing interest in the schools, and a willingness to bear the burdens necessary to sustain them, and a determination to place within the reach of every child in the county the means for a respectable education.

A. H. WELD,  
*County Superintendent.*

## SHEBOYGAN COUNTY.

I have the pleasure of reporting that the condition and progress of the public schools in this county, during the past year, have been quite encouraging to the friends of education. The general interest exhibited in the cause of popular education is steadily increasing, and many heretofore careless and unconcerned are awakening to the knowledge, that upon



properly sustaining our district schools, depend the welfare and happiness of their children, and the prosperity and perpetuity of our free Republican institutions. Although much, very much, remains to be done before our common schools become what they should be, yet, there has been no time since my recollection, when they were better sustained and better conducted than during the past year. It is true that, in some localities, the summer schools were poorly attended, but the scarcity of help made this a necessity on the part of the parents, and not their fault.

Several new and commodious houses have been built, and many of the old ones repaired and furnished so as to make them more convenient and comfortable. One, a large well built and well ventilated house, was erected at Glenbeulah at a cost of \$2,600, which does credit to that neighborhood. The district tax, raised for the purpose, was not enough to complete the building; and the ladies, kindly taking the matter in hand, got up a concert and entertainment, and in this way raised \$210 with which to finish it. It is calculated for three departments—one above and two below—and will accommodate 246 pupils. The people of that thriving village now have the satisfaction of knowing that their perseverance and liberality have given them the best school house in Sheboygan county outside of the city. I would recommend that the people in other localities do as Glenbeulah has done, and furnish their children with comfortable and convenient school houses, tastily fitted up, in place of the old worn out log houses built by the early settlers, and in which any respectable farmer would be ashamed to stable his cattle.

But little has been done to provide globes, charts and maps, and the schools are almost entirely destitute of those important aids to both teacher and pupils.

The system of County Superintendency has not been working four years, and succeeds, in spite of the opposition it first met with, beyond the expectations of its friends. That it has done much to promote the cause of education by raising the standard of qualifications of teachers, causing them to better prepare themselves for their high office, furnishing steady employment and paying better wages to successful, *working* live teachers, and weeding out those of a poorer grade, but few will deny, and that few is confined to a class whose good sense and honesty are not equal to their prejudices.

The greatest evil we now suffer, is from the lack of visitation by the patrons. There is a lamentable disregard of duty and carelessness in this respect, and I can find no good excuse for this neglect. While parents are generally willing to provide everything in their power that money can furnish for the good of the schools, and are demanding higher attainments, well directed efforts, and a lively interest on the part of the teacher, they almost universally fail to give that encouragement to the teacher, and awaken that lively interest on the part of the scholar so necessary to his progress and mental improvement, which only their presence in the school room can give. I have urged upon the teachers the necessity of visiting the patrons of their schools to impress this point on their minds, that if they will not frequently visit the school they must not complain if they are not satisfied with their children's improvement.

And I find in every district where the patrons make it a point to visit their school, consult freely with the teacher, and encourage the scholars by their own interest, that their school gets far in advance of the neighboring districts, which are, in every other respect, equally well sustained. Teachers should bear in mind, that when they have succeeded in getting their patrons interested in their school, half of their work is accomplished, their reputation and good name established, and their success certain.

In relation to the "township district" system I will say, that I have given the subject much thought, and am satisfied it would, if engrafted into our school code, do much to advance the cause of education in Wisconsin. Under our present system we have to manage small districts, some of which cannot afford to keep more than three months' school during the year, and that is generally taught by a second or third rate teacher. This keeps the school backward, and the children under such management can never obtain even a *fair* education. We now have very inefficient and often wholly incompetent school officers, under whose management the schools cannot succeed. I believe the township system is calculated to remedy these evils, by placing all the schools in a town under the control of a competent and efficient town board, elected with a view to their increased responsibility, who would so locate the several branch schools as to accommodate all the children in the town, and select teachers with a view to the wants of a neighborhood. Every part of the town would then be able to keep a teacher during a greater part of the year, and the children of poor parents would then have equal advantage for obtaining an education with those living in a more wealthy neighborhood. In connection with these branch schools, and exercising a supervision over them, would be an advanced school, where all the larger scholars could attend and pursue the higher branches without the expense and inconvenience of leaving home. This school could be so located (in a central position) as to accommodate nearly all the larger children in town. The town board, with the principal of the advanced school, would, by law, be required frequently to visit each of the schools, and provide for the welfare and progress of each; and, receiving compensation, would not neglect their duties, as district boards now do. But we are told that the expense of such a system would be enormous, and the people could not be induced to accept it. Could the plan proposed be carried into effect and each town afforded a good graded school, with branch schools enough to accommodate the people, none could be found to object, but the fear is "that it will be too expensive." Did you ever know a man to count the cost of his tobacco and whiskey? Why then be so penurious when asked to contribute a dollar toward the support of schools? Let us see if the township system will be more expensive. In this town there are ten whole districts, and seven parts of districts, equal to three more, giving us thirteen schools in the township; and during the past year there has been taught, on an average, six months in each district, at the cost of \$24 41 per month. In the condition that this town now is, six schools, employing seven teachers, may be so located as to better accommodate the people than the thirteen now do. In this connection we must bear in mind that *now* we are obliged to keep in repai

and furnish with seats, desks, blackboards, maps and charts, (if any be used) and fuel thirteen school houses; under the township system, six, or, at most, seven; *now* we pay thirteen teachers, then we need pay but seven or eight. Will not the money paid these surplus teachers, and spent in keeping in repair the surplus houses, compensate the town board, with a little to spare, to lengthen out the school term?

It may be said that this is a single case, but it is not. Sheboygan Falls supports 6 schools and five parts, beside a graded school, which employs four teachers; Sherman, 8 and 4 parts; Lima, 9 and 4 parts; and Holland, 12 and 1 part. That incompetent school boards retard the schools no one will deny. Will we not be more likely to secure three competent men in town than three in each district? Will not men work better when paid than equally good men without pay? Would not a town board be less influenced by neighborhood broils than district boards?

In my opinion our present system is not calculated to yield the greatest good. In many of our counties the superintendent *cannot* visit all the schools during each term, and in the smaller counties in which he can pay a flying visit of an hour to each school, how much good is done? Either give us back the old system of town superintendents, with their diversity of standards and lower grade of teachers, or extend to the county superintendent such aid as may be necessary to the full performance of his duties. If parents and school officers will not do their duty in looking after the school, let them pay some one to do that duty for them. Let some of the money now squandered in supporting the surplus schools be expended upon only as many as are necessary to accommodate all, and we need no longer have so many three months' schools taught by cheap teachers in cheaper log huts; but, instead, we would have long terms, taught by good teachers, who would get good pay, teach good schools in good houses, and the children make good progress in the great cause of education.

H. A. FORBES,  
*County Superintendent.*

## TREMPEALEAU COUNTY.

In responding this year to your request for a special report, I will arrange my remarks under the following heads: School houses and their appurtenances—Teachers—People—changes required to make our schools more efficient.

### *School Houses.*

Many of the school houses throughout the county are not what they should be. Of the thirty-eight school houses in the county, one is brick, a large substantial building with three commodious school rooms. There are sixteen frame buildings, either plastered or ceiled, arranged with seats

fronting the teacher's desk and separated by aisles. There are eight other frame buildings partly finished, badly seated, with desks around the room and movable seats. In some of these schools are maintained during the winter, but they are all unfit for winter sessions. There are four board structures, which are unworthy the name of school houses; in one of which, however, school is kept during eight months of the year.

There are seven log school houses; five of these are comfortable for schools, the other two are old and uncomfortable, and all badly arranged and seated.

There are three districts without school houses. Our record respecting school houses, would appear to one unacquainted with the circumstances that surround us, somewhat unfavorable.

For most of the districts I have no excuse to offer. This state of things in many districts, is the result of penuriousness and bickerings about school-house sites; while in other cases, districts, when newly organized, were tempted to provide such miserable tenements for school purposes, and they still continue to adhere to them, because they do not see the necessity of any better provision for meeting the intellectual wants of their children. I am glad that I can report that in four or five of these districts, this state of things will be remedied during the coming year. But two districts can boast of a well fenced site. Many districts are without out-buildings, and others are in a miserable condition. Four only are furnished with outline maps; and only one furnished with charts representing the elementary sounds—a set of which should be in every school room.

Blackboards are wanting in a large number.

These deficiencies betoken a want of the proper consideration and just appreciation of what is needed to meet the educational demands of the present time. A few years, I trust, will correct this state of things and supply these deficiencies.

#### *Teachers.*

The majority of teachers now in the county are young and inexperienced. They are endeavoring, however, to qualify themselves for the work in which they are engaged, by attending the best schools within their immediate reach.

But our schools fail to give that instruction in many important particulars which they need. The principles of orthography are almost universally neglected. There is not that attention paid to reading that its importance demands. As a general rule, as the teacher is taught, so he teaches. The practical part—the learning how to impart instruction, receives very little attention. These faults I have aimed, in a measure, to correct in my examinations and in my personal inspection of schools.

#### *People.*

The people of the county are not so much alive upon the subject of common school education, as its importance requires.

They do not feel the claims of a higher degree of enlightenment which the present has upon them, and the immediate future will have upon their children. This is plainly evidenced by their school houses in many districts, by the lack of school fixtures, by their neglect in many instances to supply their children with proper books, and by their general neglect of schools. Still the people feel the necessity of schools, and cheerfully vote money for their support; but that hearty, every-day interest, which gives life and energy to all school operations, and moves the springs of action, is nowhere generally manifested. The more material wants of our common nature seem to absorb their time, thoughts and efforts.

*The Changes that are needed to make our School System more Efficient.*

There is nothing more notorious to every observant mind than this one palpable fact, that our schools are not accomplishing for us all that they might with the present outlay of money. Now where shall we find the fault? Does it lie in the inefficiency of our present school organization? Or would this same state of things exist with a change of organization? I will indicate what I consider to be the reasons why our schools fail to accomplish for the people all that they might. In the first place, it arises from the want of thorough preparation on the part of teachers. In the second place from the constant change of teachers. In the third place, from the irregularity of attendance of children at school. In the fourth place, from the looseness of our school organization. How are we to have teachers better qualified? To secure this, the state contemplates the establishment of two normal schools—a right movement in the right direction. But it is not probable that the twentieth part of the six or seven thousand teachers of the state will ever be able to avail themselves of the advantages of such schools.

To prepare the remainder better for the work of teaching, provision should be made for holding yearly, in each county, an institute of at least one month, and it should be made obligatory upon teachers to attend them. This, with the present home facilities for schools, would, in a great degree, do the work.

The frequent change of teachers would, in a measure, be prevented by their better preparation and more devotion to their work. But this, together with the irregularity of school attendance, is the result of the people's fickleness, and of the inefficiency of our present district organization. Without going into a long argument, I will briefly state some reasons why a change from the present district to a town organization of schools would be advisable.

In the first place it will give us a better class of school officers; officers that will more faithfully discharge their duties, because they will be paid. In the second place a partial gradation of all our schools will be effected, a change that is very much needed. In the third place, a change in the time of our school terms would be brought about, which, for primary scholars, would prevent very much of the present irregularity of attendance among them.

D. W. GILFILLAN,  
*County Superintendent.*

## VERNON COUNTY.

From this county we can report no decided improvement in the matter of school houses. Since the triumph of the Government I hear more of enlarging and fencing school house sites, of making old houses as comfortable as possible, and building new ones as soon as circumstances will permit. Hillsborough will build a house next summer adapted to the purposes of a graded school, and we have reason to hope that the coming year will not be suffered to pass without marked improvement in the condition of school houses in our county. We have held nine public examinations in the twenty-one towns of this county. The classes have been less in number and better in quality than heretofore. Care has been exercised to encourage the deserving and to prevent districts from being imposed upon by the indolent, shallow, vain pretender. The intention is to impress the public mind with the idea that it is an honor to be a school teacher. Patrons are more interested, more care is taken to obtain a good teacher, and to sustain him by encouraging words and visitation of the school. The idea is beginning to prevail that a district board has positive duties to perform beyond the hiring of a teacher. There is ground for encouragement concerning the mental and moral development of such children as attend school. The physical well-being of the child is disregarded to an alarming extent, and a reformation in this can only be effected by reseating and rebuilding our school houses; and the fact that vitiated air is not adapted to the wants of the human system, judging by observation, is not understood; and, as our fathers paid little attention to ventilation, and some of them lived to a good old age, the subject is overlooked. The darkest feature of our schools is non-attendance and irregular attendance. I see in the children at home and in the street, the future transgressors of the law. I shudder at the prospective crime to be committed by that class of children when they shall have attained to manhood. I am convinced, (although opposed to the spirit of our institutions,) that a stringent, compulsory law alone can affect a radical cure. When a parent will turn his back upon the privileges of a common school education, tendered his child by the generosity of the State, and by refusal or neglect, rob his offspring of this priceless treasure, it is a case of hopeless depravity, and law should interpose to prevent the unnatural crime. This section of country will favor the Township System. We think the missing link should join the two parts of the broken chain. The people of this county favor the County System, as it produces more uniformity; but the inability of the Superintendent to visit the schools properly, creates the necessity of town officers to act under the County Superintendent. Hoping and trusting we are determined to press onward and upward in the best cause that ever engaged the attention of mankind, I remain

HARTWELL ALLEN,

*County Superintendent.*

## WALWORTH COUNTY.

I herewith transmit you a supplementary report of the condition of educational matters in this county.

The year just closed has, I think, been marked by some improvement. The people generally are manifesting an increase of interest in providing better school accommodations and a better class of teachers. The county as a whole have raised at the last annual meetings more money to carry on their schools for the coming year, than they have previously done. Many districts have thoroughly refitted their school houses. Some are about erecting new ones. Delevan is at the present engaged in enlarging its school house. Geneva is to build a new one the coming spring, at the estimated cost of \$10,000.; and the people of Elkhorn are talking of replacing their present structure by one more befitting the place, and suitable to its necessities.

There are nine graded schools in the county. A rigid system of examination has been instituted upon an elevated standard of requirements, the result of which has been to give us a better class of teachers; to induce some to seek a more thorough preparation; and others to engage in business better suited to their capacity. A few, complaining of injustice, but not possessed of the moral courage to right that injustice in a legitimate manner, have, through the influence of friends who are district officers, given additional evidence of their lack of qualifications for the position of teacher, by consenting to teach without a certificate. It is a matter of regret that more care is not taken in selecting officers for the charge of our schools. Only to those who have a direct interest for the best good of the young, should be given positions of such responsibility. Our best teachers have given a hearty support to all measures calculated to raise the standard of qualifications; and in return for their interest and efforts, they are reaping a substantial reward in a renewed confidence on the part of the public, and a corresponding increase of salary. They have learned the fact that a heart-felt interest in their vocation, and honest toil to render themselves fit for the discharge of its responsible duties, will be properly appreciated and remunerated. This cannot fail of having a beneficial influence on our schools.

In some parts of the county there is considerable opposition to our present system, arising from an ignorance of it. But this is fast being overcome and time will do away with it entirely.

Comparatively, the attendance at our schools has been good, still there is much chance for improvement. Irregularity of attendance and its resultant tardiness constitute one of the most alarming evils with which the educator is called to deal—and one which, if not a desire for the welfare of their children, a common sense spirit of selfishness ought to prompt parents to remedy. Happy, indeed, would it be, if all the loss could be confined to the absentee alone, but like a blow or pressure on a mass of liquid, which is communicated to every particle, not an individual in the little community escapes the baleful influence. Why the whole body of tax payers are willing to see from 30 to 40 per cent. of their money worse than uselessly expended, I cannot understand. Our teachers do all they

can, but they are comparatively powerless in regard to it. I think the matter calls for legislative action. It is much cheaper to prevent than to punish crime.

The school registers and teachers' reports to me do not show that visitation by patrons that bespeaks the active interest on their part, that the success of the school demands. How far teachers are responsible for this I do not know, but my records show that the best teachers have reported the most visitors. The discipline of our schools has been good, and is constantly improving. The instruction, in most cases, thorough. Many good scholars fail in ability to impart. From this fact some are disposed to argue, that poor scholars are good teachers, but my experience has taught me, that a good education is the foundation of a successful instructor. Though, generally, our schools have been all that the circumstances would warrant us in expecting, I cannot refrain from making special commendation of the schools in the following country districts: Nos. 3, Geneva; 4, Linn; 10 and 12, Spring Prairie; 9, Walworth; 5 and 7, Darien; 3, La Grange, and 15, Sharon.

Teachers have been required to transmit monthly reports to this office, the effect of which is good on the schools, and furnishes information as to their condition.

There are two or three local associations of teachers holding their meetings semi-monthly. One institute has been held with a good attendance. The time was mainly spent in exercises upon the topics of reading and primary instruction, as I deemed these more necessary to the teachers and schools at that time. It seems that some provision ought to be made by law, allowing teachers to attend upon regular institutes, which we are required to hold yearly, without being obliged to lose the time from their school term. This would be an inducement for many to attend who now do not, and the effect would be beneficial to our schools, as it is for them institutes are held. The time required for a school to be taught by a qualified teacher, in order to draw public money, ought to be lengthened to at least six months, this would do away with some evils that now exist.

In regard to the Township System, I think it not only practicable but desirable, and a necessary complement to our present system. I hope the coming legislature will adopt it.

The adoption of the proposed normal school plan is meeting with general favor. Geneva has bid for one of the schools, and the people hope, that the superior facilities offered may induce the board to locate one at that point. Normal instruction is a need that has long been felt in our state, and when once our normal schools shall be established, through the influence of the better educated class of teachers sent out from them, we may expect a new impetus will be given to our educational interests throughout the state. There is need of great care that our normal schools may be rendered efficient and produce results equal to our fondest anticipations. Finally, may our schools be jealously protected, furnishing, as they do, that intelligent spirit of freedom and justice that is the real safeguard of a republican government, for which no substitute can be found.

O. R. SMITH,  
*County Superintendent.*



## WASHINGTON COUNTY.

I submit the following report, covering, I hope, the points upon which you solicit information :

The whole number of schools in operation during the winter of 1864-5 was one hundred and thirty-five, of which number one hundred and fifteen were visited by the undersigned, with the view to ascertain the condition and wants of each school, to advise the teachers, to encourage the pupils, and arouse the officers of the schools to a more lively interest in their respective duties. The number of summer schools is not certainly known by the undersigned, as the clerks of the districts neglected to report.

I examined during the past year 126 teachers in the third grade and seven in the second grade, and can state, with great satisfaction, that the majority of them have made good improvement in theoretical as well as practical teaching, and that their average standing is 7 to 8 in the different branches. Many school houses, although not rebuilt as was necessary, have been so repaired that they are now more comfortable at least to the pupils and teachers than they were before. Many districts do yet neglect to have blackboards in their schools, but I think they very soon would have such if every teacher would refuse to teach in a school having no blackboard.

The teachers' wages have increased a little, as the majority of the districts have experience enough to perceive that it is to their own advantage to pay good wages to their teachers and to hold longer winter terms ; and many of the school districts have followed my advice to engage, if possible, the same teachers, if they found them active and practical laborers in our noble work of education. Teachers that are employed the first time in a district always will have to spend a considerable time to become acquainted with the abilities and habits of their pupils, and sometimes with the special views, etc., of their parents.

With regard to what is called the township system, I can express not only my individual opinion, but also the opinion of many patrons of schools and school officers. We do not consider, at the present time, that it would be adapted to the wants and necessities of our schools, but we think if a law were passed in that respect, it should be left to each town to introduce that system or not. Especially the point, that the school houses should be built from the town school tax, would be a source of much quarrelling and hard feelings, as so many districts have in past years entirely neglected to do their duties, while other districts have spent a considerable sum of money to have good school houses ; and these districts think it unjust to pay now for those who never raised one cent for their own benefit.

In regard to that point of the law allowing private examinations, I would respectfully recommend an alteration, in so far as the present law is so favorable for those who like to "shirk" the public examinations. Sickness only, proved by affidavit, (for I believe and perhaps can prove that even some teachers do not always speak the truth), should be a *good* cause to ask for a private examination. Even limited certificates will not

help them, they prove more or less inefficient, and our legislature should make that section in the school law stricter.

FRED. REGENFUSS,  
*County Superintendent.*

## WAUPACA COUNTY.

I have the honor to submit the following special report :

### 1.—*School Houses.*

Though we have still a large number of very uncomfortable school houses, many of the districts are making important improvements in their buildings. Some are erecting new ones, and others repairing and enlarging the old ones. Many are still without outline mads, though several have been supplied within the last few months. In Waupaca the initiatory steps have already been taken for building a school house with ample accommodations. It is expected to be completed in another year, when the four departments, which now occupy each a separate building, will be taught under one roof, and the present difficulty of properly grading the schools will be obviated. In New London a similar improvement is contemplated. Many of the rural districts have this fall voted a tax to build commodious school houses, and some have already commenced building. During the late war many of our citizens manifested comparatively little interest in education; now that the government is saved, although the expenses incurred have made taxes very heavy, few indeed are opposed to the necessary improvements.

### 2.—*Graded Schools.*

There are four graded schools in this county; one of four departments in Waupaca; one of four in New London; one of two in Iola, and one of two in Weyauwega. Within a short time we shall no doubt have many more. By a union of districts several more graded schools might with little inconvenience and much advantage be maintained.

### 3.—*Teachers.*

Many of our teachers have attended a normal school, and are filling their positions with credit to themselves and profit to their scholars. We have less of "changing teachers" than is usually complained of, and a larger number who make teaching a profession. A County Teachers' Association, and several town associations, have been successfully maintained for several years. A majority of our teachers avail themselves of every opportunity for improvement.

#### 4.—*Pupils.*

Many of the districts being large and thinly inhabited, and roads for the greater part of the year very bad, the average attendance seems small to one unacquainted with these inconveniences. Teachers have, to a certain extent, adopted the object method, and by it awakened interest in their pupils. To this I attribute, in a great measure, the fair attendance. Where the teachers are earnest and wide awake in their profession, the pupils are attentive to their studies and regular in attendance.

#### 5.—*Patrons.*

Pupils and teachers need encouragement. This encouragement must come from the patrons. Here is our greatest deficiency. Parents very seldom visit school. In many districts no visits are made except by the superintendent and district board. To induce parents to visit schools as well as to give the pupils a stimulus, the County Teachers' Association has instituted a public annual examination, to which each school is entitled to representatives. The system was first introduced under Mr. Wernli's direction, and is found to have a very good effect. A course of study is recommended, it being understood that the pupils will be examined in each branch named, and that competitors in the different classes shall be under certain ages. This system is doing much towards establishing a uniform course of study throughout the county, and in having the studies pursued in their proper order.

#### 6.—*Township System.*

Much has been said for and against the Township System in this county. The proposed scheme is favorably received in all the populous towns, but in the thinly settled towns it is opposed by many, for the reason that they fail to see that it would benefit them at present. I believe that a township system of schools, is just what we need, and that without it our system will never be complete. Waupaca county is ready to give it a hearty support.

JNO. K. MCGREGOR,  
*County Superintendent.*

### WOOD COUNTY.

In compliance with your request, I submit for your consideration the following in reference to our schools. It has been my pleasure to visit all the schools in the County once, and all but one twice, and several four and five times during the year, and in doing so I have observed a growing interest among the people generally of this County with reference to their schools. They seem to feel the necessity of them. They desire to secure

the services of competent and efficient teachers, and have kept their children well supplied with books, with a few dishonorable exceptions. There is a marked improvement in the average qualifications of the teachers of this County as compared with any previous year. At the last examination a more thorough list of questions was presented and the standard was raised to 80, 90 and 100 per cent., and yet the per cent. of failures was far less than on former occasions.

The teachers employed in our schools, with few exceptions, are earnest in their labors and well qualified for the duties of their vocations; and it is here that progress is most promising, as highly qualified, practical teachers will necessarily exert a healthful and permanent influence in the various districts which become the scenes of their labor. Through active, energetic, and high toned teachers, the parents will be reached, in time, and a permanent interest in the schools established. Prominent among the means used to accomplish this desirable end is the "Normal Institute" held in this County twice during the year, the last of which continued some six weeks, which was connected with the Union School of this place, under the able and successful management of J. H. Jackson. These gatherings of the friends of education have afforded a useful stimulus to all engaged in the work, quickening their zeal, arousing a spirit of emulation among them, awakening a proper sense of the importance and responsibilities of their office and of the relations they bear to society. I cannot speak too highly of the importance of holding lengthy Normal Institutes in every County, and hence the necessity of the law being so changed as to empower and authorize every County to make appropriations each for itself, to maintain and support them. By this method the backwoods Counties which receive no direct benefit from the Normal School Fund as it has been heretofore expended are sure to have a system of instruction adapted to the wants and conditions of those who are not peculiarly able to leave their own County to receive this needful instruction. We have tried the plan, sought and obtained the appropriation from the County Board to sustain us, and I most cheerfully recommend other small counties to try the same plan and thus reap the most desirable results.

In reference to the *Township* District System, I must confess that there are some features in it that would be quite desirable and might be made practicable in a city but not in a county as newly settled as this, and I very much question its feasibility in any of the country towns. As a theory it seems plausible, but when the attempt is made to reduce it to practice in a town like some of ours, for instance, which are forty miles or more in length, the boundary lines of which are subject to changes by the county board at every sitting, not so much with reference to meeting our educational interests as in securing private and local interests. Again it so happens that some of our most flourishing villages are situated at or near the boundary lines, which will make it decidedly inconvenient in carrying into effect the proposed system. In our newer counties there are sparsely settled neighborhoods where but few children reside within convenient distance of any given point, and yet by their industry and perseverance they maintain a school the most of the year, still the system of grading the schools in those towns could not be made any more available to

them under the new than under the old or present system, and it certainly cannot be made available at all under the present system. It is true that the system of grading schools whenever the population is sufficient to admit of the division of the school into departments is not only practicable but absolutely necessary, and it is being done in most every county in the state, but it does not follow that because it is practicable in our cities and villages it is therefore practicable and demanded in our sparsely settled towns; the contrary is the case. Again I cannot understand how the proposed system can be carried into effect successfully without incurring a larger expense than under the present system. Under the present system all the work of a district, such as hiring teachers, seeing that the school rooms are in order, providing fuel, arranging bills and accounts, visiting the schools; all these and many more are performed gratuitously by local school officers; there is a sort of pride and interest which one feels in home and in the schools where his own children are to be educated that well pays him for his trouble. If I understand the proposed *Town District System* correctly a township school board is to be created and the clerk of this board must perform the work which now devolves upon the several district clerks of the towns. Who does not know that this work will not be performed unless the offices are made quite remunerative, and I doubt even then whether it will be any more successfully accomplished than now.

The district system is adapted to the various wants of the people from the highest to the lowest, as well to the thinly settled neighborhood where, owing to the fewness of the inhabitants, a small mixed school is maintained with a struggle, as to the village where a graded school is easily kept in operation. It can hardly be worth while to undertake a revolution in our educational system so entire, a change so radical as that proposed in the "township system," without a tolerable certainty that important benefits are to flow from it.

No system of instruction will be successful unless the proper officers make it so, and if the right kind of energy is put forth by the leading educators of the state to so change the law as to allow any county to make the appropriations necessary to maintain a Normal Institute a reasonable length of time, and place in the hands of every teacher in the state the *Journal of Education*, and by every possible effort make the present system what it was designed and will be if rightly managed, we shall all have occasion to rejoice at the grand results emanating therefrom.

G. F. WITTER,  
County Superintendent.

- [NOTE.—No Special Reports were made by the Superintendents of Adams, Ashland, Calumet, Chippewa, 2nd district of Dane, 1st district of Dodge, 2nd district of Dodge, Douglas, Green, Green Lake, Jackson, LaCrosse, LaFayette, LaPointe Marathon, 2nd district of Milwaukee, Oconto Outagamie, Racine, Richland, 1st district of Rock, Sauk, Shawano, Waukesha, Waushara and Winnebago.]

## REPORTS OF CITY SUPERINTENDENTS.

[About the first of November, a circular was addressed to City Superintendents requesting them to furnish reports in regard to the organization, history, progress and condition of the schools under their charge, in response to which, the following have been received:]

### CITY OF APPLETON.

Yours of the 6th inst. is received, and herewith I transmit, so far as I am able, the report you request me to furnish.

During the year ending Aug. 31st, 1865, no school house has been built, but more or less repairs have been made, so that we now have buildings comfortable for school purposes.

We have but one properly graded school, two others have each two departments, and one other one department. Graded schools might, with profit, be established in three districts, and it is hoped, will be at no distant day.

During the year there were employed, without change, eight teachers, one male and seven females, five of whom had previously taught in the same schools, and are professional teachers,

For reasons, which will appear below, I am unable to give a definite report of the number of registered names, average attendance, etc., but in my estimate shall place the registered number in attendance at 550, with an average punctual attendance of between 70 and 80 per cent. varying in different localities, and with the season of the year.

Hitherto much interest has been manifested in the welfare of our public schools, and no pains have been spared to make them attractive and efficient; but there has been a lack of system, and hence a failure to attain to a high standard of school.

When I was appointed to the office of Superintendent, I at once set about systematizing our schools, and, with the aid of a few friends of education, have succeeded in obtaining a legislative enactment instituting a school system for the city, which, though manifestly imperfect, proves to be efficient in securing a better attendance upon school duties by both teachers and scholars; in reducing to a uniform calendar the terms and vacations for all the schools; in adopting uniform text books throughout the city, and in insuring a system of reports that will hereafter obviate the necessity of guess-work in making out annual school reports.

J. F. FULLER,

*Superintendent of Public Schools.*

## CITY OF FOND DU LAC.

Three new buildings for the primary grade, accommodating seventy pupils each, are now near completion, at an average cost of about \$900. The building erected for the High School and the Grammar Department, has been occupied since last January. It is fine and commodious—costing about \$18,000. Our schools are all, with the exception of one in the suburbs, thoroughly graded, as follows:

First Primary Department with a course of two years.

Second Primary Department with a course of one year.

Third Primary Department with a course of two years.

Intermediate Department with a course of two years.]

Grammar Department, with a course of two years.

High School, with a course of four years.

All pupils in the same year are included in the same class, and pursue the same studies at the same time. The first grade is taught in nine different schools; the second in seven, the third in four, the fourth in three, the fifth in one and the sixth in one.

In the high school there has been 171 different pupils enrolled during the year. In the grammar department 193, in the intermediate 495, in the primary departments 2,179. In the high school the rate per cent. of attendance is 97.7, grammar department 95.3, intermediate department 90.3, primary department 88.4. Total average 92.9.

The following table explains itself:

No. of Teachers.	Av. age.	Av. years ex.	Salary.
1.....	20 .....	6 .....	\$1,250
2.....	25.5.....	4 .....	400
1.....	22 .....	5 .....	350
1.....	24 .....	10 .....	325
3.....	27.3.....	7 .....	300
3.....	24.6.....	6.3.....	375
15.....	21.8.....	3.2.....	250
3.....	17.6.....	.25.....	225

Thirteen of the teachers are recently engaged.

The schools are well attended, and the teachers earnest and faithful. Our practice of informing the parents of the pupils' standing, by monthly reports, is the most efficient means employed in disciplining and stimulating the pupils. Enclosed you will find a blank form of our monthly reports. Our schools suffer greatly in consequence of the frequent change of teachers. The salaries paid, in most cases, are not enough to secure and retain teachers of any experience. None but young teachers will accept the positions, and they only until they have secured a *degree* of experience, and a knowledge of our methods of instruction, when they can obtain higher wages elsewhere. As soon as a teacher becomes acquainted with her duties and with our system, and if efficient, she is allowed to leave, and her school has not only to be *inflicted with a change*, which with teachers of equal experience is always injurious, but must again endure the perplexities and failures incident to the growing experience of another novice.

Though a great majority of our citizens give the schools their cordial support, in voting appropriations, and in matters of government, but very few visit them. Probably not five out of a hundred of those parents, who have children in the public schools have, save occasionally at the close of a term, visited them in the school room.

O. C. STEENBERG,  
*Acting City Superintendent.*

The following is the form of monthly report used in this city :

### MONTHLY REPORT

Of.....  
.....Term, 186  
.....Class.  
.....Teacher.

STUDIES.	Rank 1st Month.	Rank 2d Month.	Rank 3d Month.	Rank 4th Month.	Rank For Term..
.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....
Reading, Spelling, etc.,.....	.....	.....	.....	.....	.....
Rhetorical Exercises,.....	.....	.....	.....	.....	.....
Rank in Scholarship,.....	.....	.....	.....	.....	.....
Rank in Deportment,.....	.....	.....	.....	.....	.....
Rank in Attendance,.....	.....	.....	.....	.....	.....
Total Rank,.....	.....	.....	.....	.....	.....

### SIGNATURE OF PARENT OR GUARDIAN.

1st Month,.....  
2d Month,.....  
3d Month,.....  
4th Month,.....

N. B.—To PARENT OR GUARDIAN: You are respectfully urged to visit your children or wards in their schools during the present month.

.....Principal.



## EXPLANATIONS AND REMARKS.

*Scholarship, Attendance and Deportment* are graded from 100 to 0.

In *Scholarship*, the number 100 is considered *perfect*; 90, *excellent*; 80, *good*; 70, *respectable*; 60, *poor*; 50, *very poor*; 40, in Text Book Average, *below* the standard required.

The *Rank in Scholarship* is obtained from the average of the daily recitations.

The *Rank in Attendance* is found by deducting from 100, 3 for each tardiness, or dismissal, and 6 for each half day's absence not excused by reason of the *sickness* of the scholar, or *sickness* in the family of which the scholar is a member. Four half days absence in one term, not so excused, vacates the seat of the absentee, who can be restored only by the Board of Education.

*All Absences*, whether caused by sickness or otherwise, must be satisfactorily excused, or they will be followed by *demerits*; and all excuses or requests for dismissal from school, must be in writing, signed by the Parent or Guardian.

The *Rank in Deportment* is found by deducting from 100, 1 for the first *demerit* received during the month, 2 for the second, 3 for the third, etc. Thirty *demerits* received during one term, vacates the seat of the offender.

*Rhetorical Exercises* are required from all members of the School. Failure in performing the exercises *punctually*, at the time appointed, deducts 50 from the credit otherwise received, and an entire failure, unexcused, subjects the offender to 10 *demerits*.

The average of the Ranks in *Scholarship, Attendance and Deportment*, indicates the scholar's *Rank in School*.

.....Principal.

## CITY OF GREEN BAY.

In the city of Green Bay we have one High School, one Intermediate and two Primary Schools. We employ one male teacher at an annual salary of \$1,100, and five female teachers at salaries ranging from \$300 to \$450 per annum.

There are 1,106 children over four and under twenty years of age in the city. Of this number only 217 have regularly attended the Public Schools, leaving 889 unaccounted for. In my efforts to ascertain the whereabouts of this large number of children, who are entitled to, but are not receiving the benefit of our Public Schools, I visited the several private schools in the city, and obtained the following information:

During the past year there have been in attendance at the

Catholic Schools,.....	200
Episcopal Parish,.....	75
Lutheran,.....	60
Moravian,.....	15
All others,.....	30
Total,.....	<u>380</u>

Add to this number, 217 attending the Public Schools, and we have a total of 597 children in all the schools, leaving 509 "out in the wet." The above is, I believe, a fair and truthful exhibit of the condition of the schools in this city. The causes that have led to this condition, and the

remedies to be applied, are matters under consideration at the present time. It is but just to state here, that we have not been wanting in competent and experienced teachers. The fault lies with the people. They lack the unity of feeling and effort so essential to the growth and prosperity of our public schools.

E. HICKS,  
*County Superintendent.*

### CITY OF JANESVILLE.

I have the honor most respectfully to transmit to you this report, in accordance with your request of Nov. 6, 1865.

Our school buildings remain the same, and our schools are conducted in the same manner as they have been for several years past. For want of funds, we are obliged to employ female teachers in all the schools except the high school, where we have one male teacher. We have an excellent class of teachers, and I regret to say, better than we deserve, for the salary we are able to pay them. We hope, after war debts and other liabilities of our city are paid, that our charter will be so amended that we can raise more than \$6,500 for school purposes by city tax, and then increase the wages of our teachers.

I herewith send you our course of study. If there are any other items of information in regard to our schools, teachers or school system, not herein found, which you may desire, please demand them, and I will cheerfully forward them to you.

The following is the course of studies pursued in the public schools in Janesville, Wis., revised September 1, 1865, by Prof. C. A. Hutchins, principal of Janesville high school, and Amos S. Jones, clerk of board of education :

#### PRIMARY DEPARTMENT.

##### *First Year.*

*First Term*—Wilson's Charts, Spelling, Primer, Object Lessons, Physical Exercises, Drawing and Printing on Slates.

*Second Term*—First Reader, Spelling Charts, Object Lessons, Physical Exercises, Printing and Drawing on Slates.

*Third Term*—First Reader, Spelling Charts, Object Lessons, Physical Exercises, Printing and Drawing on Slates.

##### *Second Year.*

*First Term*—Second Reader, Mental Arithmetic, Primary Geography, Map Drawing, Spelling, Object Lessons, Physical Exercises.

*Second Term*—Second Reader, Mental Arithmetic, Primary Geography, Map Drawing, Spelling, Object Lessons, Physical Exercises.

8supt.

**Third Term**—Second Reader, Mental Arithmetic, Primary Geography, Map Drawing, Spelling, Object Lessons, Physical Exercises.

#### INTERMEDIATE DEPARTMENT.

##### *First Year.*

**First Term**—Third Reader, Practical Arithmetic, Intermediate Geography, Mental Arithmetic, Map Drawing, Spelling Oral and Written, Writing.

**Second Term**—Third Reader, Practical Arithmetic, Intermediate Geography, Mental Arithmetic, Map Drawing, Spelling Oral and Written, Writing.

**Third Term**—Third Reader, Practical Arithmetic, Intermediate Geography, Mental Arithmetic, Map Drawing, Spelling Oral and Written, Writing.

##### *Second Year.*

**First Term**—Fourth Reader, Practical Arithmetic, Mental Arithmetic, Intermediate, Geography, Map Drawing, Spelling Written and Oral, Composition and Declamation.

#### GRAMMAR SCHOOL NO. 2.

##### *First Year.*

**First Term**—Fourth Reader, Practical Arithmetic, Mental Arithmetic, Geography, Map Drawing, Spelling and Defining Oral and Written, Composition and Declamation.

**Second Term**—Fourth Reader, Practical Arithmetic, Mental Arithmetic, Geography, Map Drawing, Spelling and Defining Oral and Written, Composition and Declamation.

**Third Term**—Fourth Reader, Practical Arithmetic, Mental Arithmetic, Geography, Map Drawing, Spelling and Defining Oral and Written, Composition and Declamation.

##### *Second Year.*

**First Term**—Fourth Reader, Practical Arithmetic, Mental Arithmetic, Geography, Map Drawing, Spelling and Defining Oral and Written, Composition and Declamation.

**Second Term**—Fourth Reader, Practical Arithmetic, Mental Arithmetic, Geography, Map Drawing, Spelling and Defining Oral and Written, Composition and Declamation.

**Third Term**—Fourth Reader, Practical Arithmetic, Mental Arithmetic, Geography, Map Drawing, Spelling and Defining Oral and Written, Composition and Declamation.

## GRAMMAR SCHOOL, NO. 1.

*First Year.*

*First Term.*—National Arithmetic, Higher Reader, Mental Arithmetic, Grammar, Writing, Spelling and Defining Oral and Written, Compositions and Declamations.

*Second Term.*—National Reader, Higher Arithmetic, Mental Arithmetic, Grammar, Writing, Spelling and Defining Oral and Written, Compositions and Declamations.

*Third Term.*—National Reader, Higher Arithmetic, Mental Arithmetic, Grammar, Writing, Spelling and Defining Oral and Written, Compositions and Declamations.

*Second Year.*

*First Term.*—National Reader, Higher Arithmetic, Mental Arithmetic, Grammar, Science of Common Things, Spelling and Defining, Compositions and Declamations.

*Second Term.*—National Reader, Higher Arithmetic, Mental Arithmetic, Grammar, Science of Common Things, Spelling and Defining, Compositions and Declamations.

*Third Term.*—National Reader, Higher Arithmetic, Mental Arithmetic, Grammar, Science of Common Things, Spelling and Defining, Compositions and Declamations.

## HIGH SCHOOLS

*First Year.*

*First Term.*—Algebra, United States History, Rhetoric.

*Second Term.*—Algebra, United States History, Rhetoric.

*Third Term.*—Algebra, Physiology, Botany.

*Second Year.*

*First Term.*—Algebra, Physiology, Geometry.

*Second Term.*—Geometry, Physical Geography, Constitution.

*Third Term.*—Geometry, Physical Geography, Constitution.

*Third Year.*

*First Term.*—Latin, German or French, Philosophy, Logic.

*Second Term.*—Latin, German or French, Philosophy, Logic.

*Third Term.*—Latin, German or French, Philosophy, Chemistry.

*Fourth Year.*

*First Term.*—Latin, Chemistry, Mental Philosophy.

*Second Term.*—Latin, Moral Philosophy, Mental Philosophy.

*Third Term.*—Latin, Moral Philosophy, Astronomy.

Students will be required to finish the course of study in each Department before advancing to one higher.

AMOS S. JONES,

*Clerk Board of Education.*

## CITY OF KENOSHA.

In compliance with your circular, I send you a brief summary of school matters.

The different departments of the public schools in this city are not divided by ward lines, but are all essentially one school. Besides the High School Department, there are two Grammar, three Intermediate, five Primary, and one Sub-Primary. The last named is largely composed of children learning the alphabet.

The Principal of the High School receives a salary of \$1,200 per year, of forty weeks. There are two female assistants in the High School; one has a salary of \$500, and one of \$450 per year. The Principal of Grammar School No. 1 has a salary of \$450, and Grammar School No. 2 \$550 per year. For the accommodation of the various departments there are three school edifices, which are finished with most of the essential modern improvements. The High School Room, besides its general conveniences, is adorned with nearly forty ornaments, such as pictures, busts and statues. It has also a good organ.

Kenosha Public School claims to be the first *free* school established in the State. Whether this claim is well founded or not, it is no vain boasting to say, that Kenosha High School, since its establishment, has at different periods been under the management of teachers who have a wide reputation in their profession. The tenor of the school, however, has not always been even; in this respect its history is not unlike most other schools of like grade in the State; it has had its years of prosperity and its years of depression. The school year preceding June 30th, 1865, was not a successful one. The war had greatly depleted the ranks of the larger scholars, by enlistments in the Union army; consequently the number pursuing the higher branches of study was considerably below that in former years. At the close of the school year there were only six graduates from the High School. Whether the standard of attainment required of graduates during the first two years has been as high as it should have been is perhaps questionable. The Board of Education of this city has recently revised the course of studies to be pursued in the High School, with the view of raising the standard, so as to make it compare favorably with the best organized schools of the kind in the West. On this point I desire to offer a suggestion.

The name *graduate* in these days, expresses but a vague idea of scholarly attainment. We hear of classes graduating in every part of the State, not only in Public High Schools, but in Academies and Seminaries; but how much was required of them, to achieve this supposed distinction, is quite indefinite. Is there no cause for apprehension that this business of graduating is too loosely conducted, and is there not need of a remedy? Legislative enactments perhaps cannot well interfere in the matter, but can there not be some uniform standard adopted, which shall be attained by those who aspire to the distinction of graduates? Perhaps it might be well for the State Superintendent to prescribe a course of study to be pursued by graduating classes in Public Schools, the examinations to be conducted by himself, or such competent persons as he might designate? If any school should refuse or neglect to adopt the standard recommended by the State Superintendent, then the diploma awarded in such case to a graduate would be regarded as a mere local affair. The distinction between such local graduate and a graduate under general or State regulation would be likely to so bear upon public sentiment as to discourage, if not bring into entire disrepute, the practice of graduating classes outside of the prescribed standard. It may be the alleged evil of which I speak lies in some other direction than I have suggested. Be that as it may, the course of things indicates that unless some plan can be devised to correct the lowering of educational standards, the name *graduate* will soon be without definite meaning, and will come to be regarded as of little consequence.

I have the satisfaction to report that the present term of our Public School, commencing September 11th, 1865, exhibits encouraging aspects. The different departments are better attended than for some years past, and the teachers generally evince earnestness and efficiency.

M. FRANK,  
*City Superintendent.*

#### CITY OF MADISON.

In compliance with your request, I have the honor to submit the following report of the Public Schools of the city of Madison.

The enclosed statistical table has been compiled from teachers' weekly reports, and considerable pains have been taken to make it correct.

From the last school census it appears that there are upwards of 3,000 children of school age in this city. Only about two-fifths of this number have attended the public schools *any time* during the year, and the *average membership* has been only one-half the "whole number enrolled," or one-fifth the whole number of children of school age. The *average attendance* has been but little more than one-sixth of this number.

# STATISTICS OF MADISON CITY SCHOOLS FOR YEAR ENDING JUNE 30 1865.

NAMES OF SCHOOLS	Weeks.	Whole No. enrolled since Sept. 1, 1864.			Now members of School.	Withdrawn during week.	Average daily attendance.	Per cent. of attendance.	Total Tardiness.	Total half day Absence.	Total number of Visits.	Average membership.	Whole No. days Attendance.
		Boys.	Girls.	Total.									
High School,.....	40	68	66	129	49	88	55.494	697	1,366	814	59	27-40	10,690 5
First Ward—Grammar,.....	40	87	84	171	76	100	75.594.2	978	787	149	82	9-20	14,579 5
Intermediate,.....	40	70	59	129	50	65	47.891.8	464	1,750	128	52	29-40	9,217
Primary,.....	40	188	83	221	100	158	91.887.8	756	2,467	86	105	21-40	17,718
Second Ward—Grammar,.....	40	44	47	91	43	43	87.694.2	298	861	227	41	7-20	7,268 5
Intermediate,.....	40	45	50	95	46	37	48.992.2	682	1,601	176	58	7-20	9,446 5
Primary,.....	89	88	66	154	72	99	71.96.2	430	530	108	75	20-39	13,412
Third Ward—Grammar,.....	40	39	40	79	34	57	34.592.8	333	1,027	205	37	7-8	6,665
Intermediate,.....	40	49	34	83	38	70	36.92.6	404	1,092	162	38	27-40	6,874
Primary,.....	40	63	96	159	81	122	66.489.2	735	1,524	126	75	9-40	12,692
Northeast District,.....	30	42	36	78	33	65	30.84.8	356	1,592	36	37	2-5	2,665
Total of all Schools, by Terms.													
Fall,.....	16	466	455	921	581	422	595.592	3,067	6,108	611	635	5	48,616
Winter,.....	12	589	548	1,182	619	224	612.192.8	1,692	4,650	477	671	5	34,787
Summer,.....	12	728	661	1,389	617	285	619.692	1,269	4,869	619	679	1	34,665
Total of all Schools.													
For year ending July 1, 1864,.....	41	609	635	1,244	610	991	558.692.2	4,960	13,845	2,061	.....	.....	104,603
For year ending June 30, 1865,.....	40	728	661	1,389	617	881	558.692.1	6,028	15,627	1,707	659	75	118,018

The whole number enrolled in the (total of all schools does not included double and triple enrollments. Of the former there have been 316; of the latter, 7; occasioned chiefly by parents changing residence.

By a rule of the Board of Education no child whose age is less than five years is admitted to the primary public schools. From the enclosed tables it appears that there are 534 pupils enrolled in the primary schools and their average membership has been 257. These are all half day pupils, that is, they are divided into two classes, one of which attends school in the forenoon and the other only in the afternoon, thus making the same teacher and the same school room accommodate double the number of pupils.

Small as the numbrs of pupils in our schools may appear, it nearly equals the capacity of our school buildings. This is shown from the fact that during the *summer term* 72 applicants for admission to the schools were rejected for want of room and not received any time during the term. Others were received after waiting till seats were vacated, and others wanting seats did not apply, knowing there was no room. Record of this matter was not kept during the fall and winter terms.

Perhaps a less full statement would have shown sufficiently the great obstacle to progress in the public schools of this place. By these statistics, however, the *extent* of our deficiency in school accommodations will be seen. Many years have passed since any enlargement has been made in our school buildings, and the growth of the city has been in quarters which renders even some of the room we have not available.

For some years the Board have been contemplating the erection of a new school building, but their funds have not accumulated sufficiently to warrant the prosecution of their plan.

Those departments of our schools which are not overcrowded are doing their work efficiently. The gradation is well enough, and we have a majority of able and faithful teachers. There are 13 in employ of the Board, and of these only one is a man. This is the Principal of the High School, who performs also the office of Superintendent of City Schools. He receives for these duties a salary of \$1000 per annum, and the salaries of the other teachers range from \$370 to \$450.

The teachers' meeting held every week is of much assistance to the Superintendent in the discharge of his duties.

What is needed to promote the welfare of the public schools of this city is 1st, a liberal expenditure for more school buildings, next a Board of Education who shall be enlightened as to the wants of schools and zealous in supplying them. Our schools are now censured indiscriminately by those who know not whether they are good or bad. I do not specify good teachers as a necessity because when the Board perform their duty we shall have good teachers.

J. T. LOVEWELL,  
City Superintendent.



## CITY OF MILWAUKEE.

In reply to your circular of the 6th inst., I submit the following abstract from the yearly report of ward school commissioners.

There are nine ward schools, containing three departments each, and seven branch schools. The number enrolled during the past year was over seven thousand. The amount expended was \$45,859 66. This amount divided by the average number belonging, gives \$11 66 as the cost of tuition per scholar. Divided by the number enrolled gives about \$7 00. The valuation of school houses, lots, furniture, &c., is about \$167,000 00. The attendance is much better than formerly. In July last the Board adopted the rule that for six half days' absence in any four consecutive weeks, (sickness only excepted,) the pupil should be suspended. The enforcing of this rule has had a wonderful effect upon the attendance average; also upon the punctual average, since two tardy marks count the same as a half day's absence. During the first two months there were thirty-six cases of suspension under the rule. The present month up to date (18th) has produced but six.

During the past year 132 teachers were examined. Teachers' certificates are graded as A 1, A 2; B 1, B 2. Applicants for B certificates are examined upon orthography, geography, grammar, history, practical and mental arithmetic. If the papers offered average between 70 and 80 per cent., the certificate is B 2. If over 80 per cent., B 1. B 1 qualifies the holder for principal of primary or intermediate departments. Applicants for A certificates, in addition to the above are examined upon physical geography, philosophy, physiology, algebra and geometry. But no one can obtain an A certificate unless the marking of the B papers will give a B 1 certificate. A 1 qualifies the holder for principal of a grammar department. A 2, assistant in same. If every paper offered by a teacher will mark over 80 per cent., the certificate can be renewed. About half of the certificates issued were renewable.

F. C. POMEROY,  
*City Superintendent.*

## CITY OF MINERAL POINT.

Several days ago a printed circular was handed to me from you, requesting me to furnish a report concerning the Public Schools of this city. The public authorities are so effectually debarred from raising sufficient means to keep our schools going, that very little can be done towards establishing an efficient system of public school instruction here. The public schools were kept open for four months, commencing the beginning of May; but even that was longer than the means on hand justified. This mode of operating makes it very hard to get up any very flattering report. Not having any blank forms at hand, I have written down the leading facts connected with our public schools.

*Report of the Public Schools of the City of Mineral Point for the year 1865.*

No. of Male Children residing in the City over 4 and under 20 years of age,.....	458
No. of Female.....do.....	419
Total number,.....	877
No. of Children over 4 and under 20 years of age who attended school,.....	411
No. of days school has been taught during the year,.....	80
No. of Departments in the school—three Primary, three Intermediate, and the High School,.....	7
No. of Teachers employed—2 male and 7 female,.....	9
Wages per month paid to male teachers, \$50 and \$80.	
Wages per month paid to female teachers, \$30.	

The School Houses consist of three buildings. One large Seminary, divided off into five school rooms, (with recitation rooms) capable of holding 500 scholars, and two smaller buildings, one brick and the other wood, capable of holding 75 each. Value about \$12,000.

The City Council have only power to levy a tax double the amount received from the State School Fund, for payment of teachers' wages, contingent expenses, &c., so that the public schools can be open but a small portion of the year. Another effort will be made this winter to have the City Charter in that respect, altered so as to place it in the power of the Council to levy a tax sufficient to keep the public schools open. Whether that effort will be successful remains to be seen.

HENRY PLOWMAN,  
*City Superintendent.*

## CITY OF OSHKOSH.

Our city schools are established upon the graded system; but, from the lack of suitable high school buildings, and a sufficiently large corps of teachers, it cannot be carried out completely. This, however, we hope to remedy another season. No new buildings have been erected the present year, but another room has been secured, and a department added to the high school. As now arranged, the City System embraces a central or high school, and one in each of the five wards. The former has connected with it the grammar school, divided into two departments.

In the high school proper, (which is under the immediate supervision of Mr. A. Everett, formerly of Ann Harbor High School, Mich.,) a regular course has been adopted, to follow a thorough preparation in the ordinary English branches, extending over three years, and embracing the usual studies in language and literature pursued in academies. Rigid examinations are required and enforced for admission and promotion. The school has attained as fair a degree of success as, from the many disadvantages with which we are compelled to contend, could be reasonably expected. Below I give the standing of the past term:

Average attendance,.....	96.2
“ scholarship,.....	88.
“ deportment,.....	96.

The ward schools are, with one exception, divided into two departments, primary and intermediate, and are doing as well as overfilled benches and an inadequate number of teachers will permit.

On the part of the patrons an increasing, though yet insufficient interest seems to be exhibited in visiting the schools, an interest which I trust will manifest itself in "good works" by the erection of suitable buildings and supplying them with the necessary appurtenances. The following is the course of study :

		English Course.			Classical Course preparatory for College.	
1st y'r.	{ 1st term, Prac. Arith.,	Gram. con.,...	U. S. History.	.....	.....	.....
	{ 2d term, Prac. Arith.,	Gram. con.,...	U. S. History.	.....	.....	.....
	{ 3d term, Ele. Algebra,	Gram. fin.,...	Eng. Com.,...	.....	.....	.....
2d y'r.	{ 1st term, Ele. Alg. Com.	Higher Arith,	Nat. Phil.,....	Latin Com....	.....	.....
	{ 2d term, Uni. Alg. Com.	Higher Arith,	Nat. Phil.,....	Latin Con. ....	.....	.....
	{ 3d term, Uni. Alg. Con.	Higher Arith,	Phys. Geo.,...	Latin Con....	.....	.....
3d y'r.	{ 1st term, Geometry, ....	Eng. Analy.,...	Gen. History,	a Latin Mid.,...	b Greek Com.	.....
	{ 2d term, Geometry, ....	Eng. Analy.,...	Gen. History,	a Latin Mid.,...	b Greek Con.	.....
	{ 3d term, Botany,.....	Rhetoric,.....	Gen. History,	a Latin Mid.,...	b Greek Con.	.....
4th y'r.	{ 1st term, Men. Phil.,...	Eng. Liter.,...	Chemistry,...	c Latin Comp.,	d Greek Comp.	.....
	{ 2d term, Men. Phil.,...	Eng. Liter.,...	Chemistry,...	c Latin Comp.,	d Greek Comp.	.....
	{ 3d term, Moral Phil.,...	Astronomy,...	Physiology,...	c Latin Comp.,	d Greek Comp.	.....

a Caesar & Cicero.    b Greek Gram. & Prim. Comp.    c Virgil & Lat. Prim. Comp.  
d Anabasis & Greek Prin. Comp.

K. M. HUTCHINSON,  
City Superintendent.

[NOTE.—It is to be regretted that no reports have been received from the City Superintendents of Beloit, La Crosse, Portage, Racine, Sheboygan, Watertown, and other places, where good graded schools are established.]

TABLE NO. 1.

## APPORTIONMENT OF SCHOOL FUND INCOME FOR 1865.

Counties and Towns	No. of Children.	Apportionment.
<b>ADAMS—</b>		
Adams .....	159	\$73 14
Big Flats.....	81	14 26
Dell Prairie.....	242	111 82
Easton .....	108	48 76
Jackson .....	185	85 10
Lincoln .....	161	74 06
Leola.....	86	16 56
Monroe.....	180	82 80
New Haven.....	295	135 70
New Chester.....	140	64 40
Newark Valley.....	81	14 26
Preston.....	109	50 14
Quincy.....	57	26 22
Richfield .....	145	66 70
Rome.....	86	16 56
Strong's Prairie.....	308	189 88
Springville.....	175	80 50
White Creek.....	67	30 82
Total.....	2,458	\$1,180 68
<b>ASHLAND—</b>		
Bayport.....	185	\$85 10
La Pointe.....	94	48 24
Total.....	279	\$128 34
<b>BROWN—</b>		
Bellevue .....	262	\$120 52
Depere .....	188	61 18
Depere Village.....	224	108 04
Eaton.....	94	48 24
Glenmore.....	181	60 26
Green Bay .....	250	115 00
Green Bay City .....	1,148	525 78
Ft. Howard.....	877	178 42
Howard.....	301	188 46
Holland.....	394	181 24
Humboldt.....	230	105 80
Lawrence.....	862	166 52
Morrison.....	283	107 18
New Denmark.....	212	97
Pittsfield.....	54	24 84
Preble.....	281	106 26

## APPORTIONMENT OF SCHOOL FUND INCOME FOR 1865—Continued.

Counties and Towns.	No. of Children.	Apportionment.
<b>BROWN—continued.</b>		
Rockland, .....	215	\$98 90
Scott,.....	644	297 62
Suamico,.....	132	60 72
Wrightstown,.....	244	112 24
Total.....	5, 869	\$2, 699 74
<b>BUFFALO—</b>		
Alma.....	146	\$67 16
Belvidere.....	121	55 66
Buffalo.....	211	97 06
Buffalo City,.....	68	31 28
Cross,.....	174	80 04
Eagle Mills,.....	105	48 30
Gilmanton,.....	102	46 92
Glencoe,.....	82	37 72
Maxville,.....	208	95 68
Modena,.....	65	29 90
Naples,.....	209	96 14
Nelson,.....	69	31 74
Waumandee,.....	267	122 82
Total,.....	1, 827	\$840 42
<b>CALUMET—</b>		
Brothertown, .....	531	244 26
Brillion,.....	85	39 10
Chilton,.....	456	209 76
Charlestown,.....	399	183 54
Harrison,.....	382	175 72
New Holstein,.....	518	238 28
Rantoul,.....	154	70 84
Stockbridge, .....	421	193 66
Woodville,.....	202	92 92
Total,.....	8, 148	\$1, 448 08
<b>CLARK—</b>		
Levis, .....	49	\$22 54
Lynn,.....	63	28 98
Pine Valley,.....	133	61 18
Weston,.....	98	45 08
Total,.....	348	\$157 78
<b>CHIPPEWA—</b>		
Anson,.....	80	\$13 80
Bloomer's Prairie,.....	159	73 14
Chippewa Falls,.....	240	110 40

## APPORTIONMENT OF SCHOOL FUND INCOME FOR 1865.—continued.

Counties and Towns.	No. of Children.	Apportionment.
<b>CHIPPEWA—concluded.</b>		
Eagle Point,.....	265	\$121 90
La Fayette,.....	179	82 84
Sigel,.....	60	27 60
Wheaton,.....	98	42 78
Total,.....	1, 026	\$471 96
<b>COLUMBIA—</b>		
Arlington,.....	319	\$146 74
Caledonia, .....	411	189 06
Courtland,.....	545	250 70
Columbus,.....	839	385 94
Dekorra, .....	515	236 90
Fort Winnebago,.....	296	136 16
Fountain Prairie,.....	508	233 68
Hampden,.....	386	177 56
Leeds,.....	438	201 48
Lowville,.....	343	157 78
Lodi,.....	573	263 58
Lewiston,.....	398	183 08
Marcellon,.....	354	162 84
Newport,.....	560	267 60
Otsego,.....	513	235 98
Pacific,.....	86	39 56
Portage,.....	1, 208	555 68
Randolph, .....	365	188 60
Scott,.....	321	147 66
Springvale,.....	382	175 72
West Point, .....	316	145 36
Wyocena, .....	526	241 96
Total, .....	10, 202	\$4, 713 62
<b>CRAWFORD—</b>		
Clayton,.....	467	\$214 82
Eastman,.....	382	175 72
Freeman,.....	352	161 91
Haney,.....	144	66 24
Lynxville,.....	99	45 54
Marietta,.....	121	55 66
Prairie du Chien,.....	1, 227	564 42
Seneca,.....	305	140 30
Scott,.....	272	125 12
Union,.....	117	53 82
Utica,.....	345	158 70
Wauzeka,.....	283	107 18
Total,.....	4, 064	\$1, 869 44

## APPORTIONMENT OF SCHOOL FUND INCOME FOR 1885.—continued.

Counties and Towns.	No. of Children.	Apportionment.
<b>DANE—</b>		
Albion.....	410	188 60
Berry, .....	458	210 68
Black Earth,.....	303	139 88
Blooming Grove,.....	365	167 90
Blue Mounds,.....	363	166 98
Bristol, .....	498	229 08
Burke, .....	391	179 86
Christiana, .....	626	287 96
Cottage Grove, .....	617	283 82
Cross Plains,.....	479	220 34
Dane,.....	421	193 66
Deerfield,.....	401	184 46
Dunkirk,.....	714	328 44
Dunn, .....	477	219 42
Fitchburg,.....	524	241 04
Madison, .....	263	120 98
Madison City,.....	2, 797	1, 286 62
Mazomanie,.....	506	237 36
Medina,.....	462	212 52
Midleton,.....	575	264 50
Montrose, .....	404	185 84
Oregon,.....	577	265 42
Perry,.....	389	178 94
Primrose,.....	414	190 44
Pleasant Spring,.....	469	215 74
Roxbury,.....	443	203 78
Rutland,.....	421	193 66
Springdale,.....	425	195 50
Springfield,.....	567	260 82
Sun Prairie, .....	490	225 40
Vienna,.....	376	172 96
Verona,.....	477	219 42
Vermont,.....	443	203 78
Westport,.....	478	219 88
Windsor, .....	411	189 06
York,.....	408	187 68
Total, . ....	18, 852	\$8, 671 92
<b>DODGE—</b>		
Ashippun,.....	787	\$362 02
Burnett,.....	421	193 66
Beaver Dam,.....	587	247 02
Beaver Dam City, .....	1, 091	501 86
Clyman,.....	680	312 80
Calamus,.....	469	215 74
Chester,.....	370	170 20
Elba,.....	684	291 64
Emmett,.....	600	276 00
Fox Lake,.....	763	350 98
Hustisford, .....	621	285 66

## APPORTIONMENT OF SCHOOL FUND INCOME FOR 1865.—continued.

Counties and Towns.	No. of Children.	Apportionment.
<b>DODGE—concluded.</b>		
Hubbard,.....	1, 185	\$522 10
Hermann,.....	822	378 12
Leroy,.....	548	252 08
Lomira,.....	682	318 72
Lewell,.....	889	408 94
Lebanon,.....	667	306 82
Oak Grove,.....	701	322 46
Portland,.....	538	247 48
Rubicon,.....	771	354 66
Shields,.....	574	264 04
Theresa,.....	923	424 58
Trenton,.....	667	306 81
Waupun, South Ward,.....	218	97 98
Westford,.....	513	235 98
Williamstown,.....	769	353 74
<b>Total,.....</b>	<b>17, 885</b>	<b>\$7, 997 10</b>
<b>DOOR—</b>		
Bailey's Harbor,.....	38	\$17 48
Brussell,.....	184	61 64
Clay Banks,.....	30	13 80
Chambers' Island,.....		
Egg Harbor,.....	61	28 06
Forestville,.....	56	25 76
Gardner,.....	65	29 90
Gibraltar,.....	89	40 94
Liberty Grove,.....		
Nasewaupee,.....	101	46 46
Sebastopol,.....	87	40 02
Sturgeon Bay,.....	117	53 82
Washington,.....	98	45 08
<b>Total,.....</b>	<b>876</b>	<b>\$402 96</b>
<b>DOUGLAS—</b>		
Superior,.....	178	\$81 88
	178	\$81 88
<b>DUNN—</b>		
Dunn,.....	221	\$101 66
Eau Galla,.....	200	92 00
Menomonie,.....	272	125 12
Peru,.....	46	21 16
Red Cedar,.....	267	118 22



## APPORTIONMENT OF SCHOOL FUND INCOME FOR 1865.—continued.

Counties and Towns.	No. of Children.	Apportionment.
<b>DURN—concluded.</b>		
Rock Creek,.....	47	\$21 62
Spring Brook,.....	512	148 52
Total, .....	1, 355	\$623 30
<b>Eau Claire—</b>		
Bridge Creek,.....	296	\$186 16
Brunswick,.....	117	53 82
Eau Claire,.....	358	164 65
Lincoln,.....	180	59 80
North Eau Claire,.....	116	53 86
Oak Grove,.....	117	53 82
Pleasant Valley,.....	75	84 50
West Eau Claire,.....	268	120 98
Total, .....	1, 472	\$677 12
<b>FOND DU LAC—</b>		
Alto,.....	506	\$282 76
Ashford, .....	705	324 30
Auburn,.....	538	247 48
Byron,.....	607	279 22
Calumet, .....	684	314 64
Empire, .....	358	164 68
Eldorado,.....	663	304 98
Eden, .....	569	261 74
Fond du Lac,.....	421	198 66
Fond du Lac City,.....	3, 048	1, 399 78
Friendship,.....	373	171 53
Forest, .....	591	271 86
Lamartine,.....	498	229 08
Metomen .....	520	239 20
Marshfield,.....	689	316 94
Oakfield,.....	495	227 70
Osceola, .....	186	85 56
Ripon, .....	379	174 84
Rosendale, .....	506	232 76
Ripon City,.....	687	316 02
Springvale,.....	435	228 10
Taycheedah .....	691	317 86
Waupun, .....	488	224 48
Waupun Village, North Ward,.....	305	140 30
Total, .....	14, 987	\$6, 894 02
<b>GRANT—</b>		
Beetown, .....	630	\$289 80
Boscobel,.....	431	198 26
Blue River,.....	147	67 62

## APPORTIONMENT OF SCHOOL FUND INCOME FOR 1865.—continued.

Counties and Towns.	No of Children.	Apportionment.
<b>GRANT—concluded.</b>		
Cassville,.....	854	\$162 84
Clifton,.....	445	*99 60
Ellenboro,.....	294	185 24
Fennimore,.....	627	288 42
Glen Haven,.....	462	207 92
Hazel Green,.....	1,098	505 08
Harrison,.....	416	191 86
Hickory Grove,.....	255	117 30
Jamestown,.....	525	241 50
Lancaster,.....	840	388 40
Lima,.....	875	172 50
Little Grant,.....	292	134 32
Liberty,.....	267	122 82
Marion,.....	219	100 74
Millville,.....	589	247 94
Muscoda,.....	802	188 92
Paris,.....	836	154 56
Patch Grove,.....	824	149 04
Platteville,.....	1,256	577 76
Potosi,.....	1,168	587 28
Smelser,.....	878	171 58
Tafton,.....	899	183 54
Waterloo,.....	244	112 24
Waterstown,.....	182	88 72
Wingville,.....	272	125 12
Wyalusing,.....	271	124 66
Total,.....	18,833	\$6,028 08
<b>GREEN—</b>		
Adams,.....	296	\$186 16
Albany,.....	614	282 44
Brooklyn,.....	404	187 22
Cadiz,.....	864	167 44
Clarno,.....	651	299 46
Decorah,.....	683	314 18
Exeter,.....	418	189 98
Jordan,.....	394	181 24
Jefferson,.....	663	304 98
Monroe,.....	1,281	589 26
Mount Pleasant,.....	505	232 30
New Glarus,.....	384	176 64
Spring Grove,.....	448	206 08
Sylvester,.....	453	208 88
Washington,.....	861	166 06
York,.....	294	135 24
Total,.....	8,211	\$8,777 06

\* There was \$105 10 withheld from the town of Clifton, on account of over appropriation last year.

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## APPORTIONMENT OF SCHOOL FUND INCOME FOR 1865—continued.

Counties and Towns.	No. of Children.	Apportionment.
<b>GREEN LAKE—</b>		
Berlin,.....	410	\$188 60
Berlin City,.....	835	384 10
Brooklyn,.....	894	181 24
Dayton,.....	288	132 48
Green Lake,.....	401	184 46
Kingston,.....	234	107 64
Kingston Village,.....	184	61 64
Maekford,.....	356	163 76
Markesan,.....	148	68 08
Manchester,.....	482	198 72
Marquette,.....	180	82 80
Princeton,.....	542	249 82
St. Marie,.....	232	106 72
Seneca,.....	148	68 08
Total,.....	4,784	\$2177 64
<b>Iowa—</b>		
Arena,.....	517	\$237 82
Clyde,.....	260	119 60
Dodgeville,.....	1,519	698 74
Highland,.....	1,194	549 24
Linden,.....	820	377 20
Miffin,.....	512	235 52
Moscow,.....	347	159 62
Mineral Point,.....	556	255 76
Mineral Point City,.....	1,332	612 72
Pulaski,.....	454	195 04
Ridgeway,.....	995	457 70
Waldwick,.....	260	119 60
Wyoming,.....	305	140 80
Total,.....	9,041	\$4,158 86
<b>JACKSON—</b>		
Albion,.....	439	\$201 94
Alma,.....	350	161 00
Hixton,.....	253	116 88
Irving,.....	248	113 16
Melrose,.....	248	114 08
Manchester,.....	119	54 74
Northfield,.....	89	17 94
Springfield,.....	156	71 76
Total,.....	1,850	\$851 00

## APPORTIONMENT OF SCHOOL FUND INCOME FOR 1865—continued.

Committees and Towns.	No. of Children.	Apportionment.
<b>JEFFERSON—</b>		
Astalan,.....	868	\$169 28
Cold Spring,.....	290	188 40
Concord,.....	624	287 04
Farmington,.....	989	454 94
Hebron,.....	352	188 14
Ixonia,.....	769	353 74
Jefferson,.....	1,296	596 16
Koshkonong,.....	768	348 68
Lake Mills,.....	542	249 32
Milford,.....	629	289 34
Oakland,.....	428	194 58
Palmyra,.....	630	289 80
Sullivan,.....	641	294 86
Sumner,.....	167	72 22
Waterloo, ..	568	255 76
Waterloo Village,.....	162	74 52
Watertown,.....	960	441 60
Watertown City,.....	8,129	1,439 34
Total,.....	18,275	\$6,182 72
<b>JUNEAU—</b>		
Armenia,.....	97	\$36 34
Clearfield,.....	45	20 70
Fountain,.....	163	74 98
Germantown,.....	261	115 46
Kildare,.....	273	125 58
Lemonweir,.....	331	152 26
Lindina,.....	470	216 20
Lyndon,.....	188	84 18
Lisbon,.....	396	182 16
Mauston Village,.....	267	118 22
Marion,.....	145	66 70
Necedah,.....	206	94 76
Orange,.....	54	24 84
Plymouth,.....	240	110 40
Summit,.....	195	89 70
Seven Mile Creek,.....	238	109 48
Wonewoc,.....	225	108 50
Total,.....	8,751	\$1,725 46
<b>KENOSHA—</b>		
Bristol,.....	395	\$181 70
Brighton,.....	527	242 40
Kenosha City,.....	1,285	591 10
Pleasant Prairie,.....	530	243 80
Paris,.....	451	207 46
Randall,.....	221	101 66
Salem,.....	584	263 64

## APPORTIONMENT OF SCHOOL FUND INCOME FOR 1865.—continued.

Counties and Towns.	No. of Children.	Apportionment.
<b>KENOSHA—concluded.</b>		
Somers,.....	580	\$257 60
Wheatland,.....	864	167 44
<b>Total,.....</b>	<b>4,917</b>	<b>\$2,261 82</b>
<b>Kewaunee—</b>		
Ahnepee,.....	275	\$126 50
Carlton,.....	836	154 56
Coryville,.....	185	62 10
Casco,.....	409	188 14
Franklin,.....	146	67 16
Kewaunee,.....	877	173 42
Lincoln,.....	167	76 82
Montpelier,.....	132	60 72
Pierce,.....	73	33 58
Red River,.....	383	176 18
<b>Total,.....</b>	<b>2,433</b>	<b>\$1,119 18</b>
<b>LA CROSSE—</b>		
Bangor,.....	861	\$166 06
Burns,.....	281	129 26
Barre,.....	458	210 68
Campbell,.....	174	80 04
Farmington,.....	867	168 82
Greenfield,.....	326	149 96
Holland,.....	175	80 50
Jackson,.....	285	131 10
La Crosse City,.....	1,290	593 40
Neshonoc,.....	289	132 94
Onalaska,.....	402	184 92
Washington,.....	218	100 28
<b>Total,.....</b>	<b>4,626</b>	<b>\$2,127 96</b>
<b>LA FAYETTE—</b>		
Argyle,.....	406	\$186 76
Belmont,.....	242	111 32
Benton,.....	1,004	461 84
Center,.....	917	421 82
Elk Grove,.....	506	232 30
Fayette,.....	471	216 66
Gratiot,.....	565	259 90
Kendall,.....	451	207 46
Monticello,.....	207	95 22
New Diggings,.....	717	329 82
Shullsburg,.....	1,168	534 98
White Oak Springs,.....	217	99 82
Wayne,.....	858	164 68

## APPORTIONMENT OF SCHOOL FUND INCOME FOR 1865.—continued.

Counties and Towns.	No. of Children.	Apportionment.
<b>LA FAYETTE—concluded.</b>		
Willow Springs,.....	390	\$179 40
Wiota, .....	619	284 74
<b>Total,.....</b>	<b>8,282</b>	<b>\$3,786 72</b>
<b>LA POINTE—</b>		
Bayfield .....	109	\$50 14
<b>Total,.....</b>	<b>109</b>	<b>\$50 14</b>
<b>MANITOWOC—</b>		
Cato,.....	628	\$288 88
Centerville, .....	486	228 56
Cooperstown,.....	584	268 64
Eaton,.....	857	164 22
Franklin, .....	520	289 20
Gibson,.....	484	199 64
Kossuth,.....	652	299 92
Liberty,.....	474	218 04
Manitowoc,.....	1,478	679 88
Manitowoc Rapids, .....	579	266 84
Maple Grove,.....	808	141 68
Meeme,.....	524	241 04
Mishicott, .....	581	267 26
Newton,.....	675	310 50
Rockland, .....	223	102 58
Schleswig, .....	413	189 98
Two Creeks,.....	129	59 34
Two Rivers,.....	978	449 88
<b>Total,.....</b>	<b>10,028</b>	<b>\$4,610 58</b>
<b>MARATHON—</b>		
Berlin,.....	288	\$107 18
Easton,.....	38	3 68
Jenny, .....	85	16 10
Knowlton,.....	35	16 10
Mosinee, .....	108	49 68
Marathon,.....	97	44 62
Stettin,.....	99	45 54
Texas, .....	56	25 76
Weston,.....	38	15 18

## APPORTIONMENT OF SCHOOL FUND INCOME FOR 1965.—continued.

Counties and Towns.	No. of Children.	Apportionment.
<b>MARATHON—concluded.</b>		
Wausau, .....	89	\$40 94
Wausau village, .....	267	122 82
<b>Total, .....</b>	<b>1,060</b>	<b>\$487 60</b>
<b>MARQUETTE—</b>		
Buffalo, .....	327	\$150 42
Crystal Lake, .....	218	97 98
Douglas, .....	268	120 98
Harris, .....	170	78 20
Mecan, .....	174	80 04
Montello, .....	304	139 84
Moundville, .....	178	79 58
Neshkoro, .....	169	78 14
Newton, .....	248	111 78
Oxford, .....	217	99 82
Packwaukee, .....	199	91 54
Shields, .....	212	97 52
Springfield, .....	85	16 10
Westfield, .....	169	78 14
<b>Total, .....</b>	<b>2,848</b>	<b>\$1,810 08</b>
<b>MILWAUKEE—</b>		
Franklin, .....	752	\$328 72
Granville, .....	1,077	495 42
Greenfield, .....	988	431 48
Lake, .....	698	318 78
Milwaukee, .....	1,101	506 46
Milwaukee City, .....	20,500	9,430 00
Oak Creek, .....	919	422 74
Wauwatosa, .....	1,171	538 66
<b>Total, .....</b>	<b>27,181</b>	<b>\$12,490 26</b>
<b>MONROE—</b>		
Adrian, .....	184	\$84 64
Angelo, .....	168	74 98
Clifton, .....	102	46 92
Eaton, .....		
Glendale, .....	124	57 04
Greenfield, .....	107	49 22
Jefferson, .....	175	80 50
Leon, .....	344	158 24
Lincoln, .....	198	91 08
La Fayette, .....	95	43 70
Little Falls, .....	171	78 66
Oakdale, .....	189	68 94
Portland, .....	162	74 52

## APPORTIONMENT OF SCHOOL FUND INCOME FOR 1865—continued.

Counties and Towns.	No. of Children.	Apportionment.
<b>MONROE—concluded.</b>		
Ridgeville,.....	266	\$127 80
Sparta,.....	974	448 04
Sheldon,.....	177	81 42
Tomah,.....	888	176 18
Wellington,.....	106	48 30
Wilton,.....	171	78 66
<b>Total,.....</b>	<b>4,040</b>	<b>\$1,858 40</b>
<b>OCONTO—</b>		
Little Suamico,.....	78	33 58
Marinette,.....	151	69 46
Oconto,.....	189	86 94
Oconto Village,.....	286	108 56
Pensaukee,.....	128	56 58
Peshigo,.....	287	109 02
Stiles,.....	126	57 96
<b>Total,.....</b>	<b>1,185</b>	<b>522 10</b>
<b>OUTAGAMIE—</b>		
Appleton,.....	985	458 10
Bovina,.....	104	47 84
Black Creek,.....	21	9 66
Buchanan,.....	187	63 02
Center,.....	288	180 18
Dale,.....	819	146 74
Ellington,.....	829	161 84
Freedom,.....	818	143 98
Greenville,.....	543	249 78
Grand Chute,.....	455	200 10
Hortonia,.....	812	143 52
Kaukauna,.....	424	195 04
Liberty,.....	71	32 66
Maple Creek,.....	181	60 26
Osborn,.....	79	36 34
<b>Total,.....</b>	<b>4,486</b>	<b>2,068 56</b>
<b>OZAUKEN—</b>		
Belgium,.....	1,081	492 66
Coarburg,.....	1,028	470 58
Fredonia,.....	784	360 64
Grafton,.....	829	381 34
Mequon,.....	1,394	641 24
Port Washington,.....	1,078	498 58
Saukville,.....	760	349 00
<b>Total,.....</b>	<b>6,984</b>	<b>3,189 64</b>



## APPORTIONMENT OF SCHOOL FUND INCOME—continued.

Counties and Towns.	No. of Children.	Apportionment.
<b>PEPIN—</b>		
Albany,.....	58	26 58
Durand,.....	295	135 70
Frankfort,.....	75	34 50
Lima,.....	114	52 44
Pepin,.....	297	136 62
Stockholm,.....	48	22 08
Waubesa,.....	86	39 56
Waterville,.....	75	34 56
Total,.....	1,048	482 08
<b>PIERCE—</b>		
Clifton,.....	179	82 84
Diamond Bluff,.....	54	24 84
El Paso,.....	49	22 54
Hartland,.....	68	31 28
Isabelle,.....	40	18 40
Martelle,.....	241	110 86
Oak Grove,.....	148	65 78
Perry,.....	94	43 24
Pleasant Valley,.....	94	43 24
Prescott,.....	380	174 80
River Falls,.....	319	146 74
Salem,.....	60	27 60
Trenton,.....	45	20 70
Trimble,.....	184	61 64
Union,.....	15	6 90
Total,.....	1,915	880 90
<b>POLK—</b>		
Alden,.....	145	20 70
Farmington,.....	169	78 14
Lincoln,.....	29	13 84
Osceola,.....	197	82 84
St. Croix Falls,.....	123	60 72
Sterling,.....	63	28 98
Total,.....	607	279 22
<b>POITAGE—</b>		
Almond,.....	208	95 68
Amherst,.....		
Amherst Village,.....	278	127 88
Belmont,.....	152	69 92
Buena Vista,.....	178	79 58
Eau Claire,.....	65	29 90
Grant,.....	37	17 02
Hull,.....		

## APPORTIONMENT OF SCHOOL FUND INCOME, FOR 1885.—continued.

Counties and Towns.	No. of Children.	Apportionment.
<b>PORTAGE—concluded.</b>		
Jordan Village, .....	135	\$62 10
Lanark,.....	187	86 02
Linwood,.....	55	25 30
New Hope,.....	215	98 99
Plover,.....		
Plover Village,.....	360	165 60
Pine Grove,.....	125	57 50
Sharon,.....	226	108 96
Stockton,.....	207	95 22
Stevens Point,.....	19	8 74
Stevens Point City,.....	475	218 50
Total, .....	2, 917	\$1, 341 50
<b>RACINE—</b>		
Burlington, .....	896	\$412 16
Caledonia,.....	1, 083	498 18
Dover,.....	450	207 00
Mount Pleasant,.....	877	408 42
Norway,.....	401	184 46
Raymond,.....	546	251 16
Racine City,.....	2, 865	1, 817 90
Rochester,.....	340	156 40
Waterford,.....	564	259 44
Yorkville,.....	522	240 12
Total, .....	8, 544	\$3, 930 24
<b>RICHLAND—</b>		
Akan,.....	172	\$79 12
Bloom,.....	328	150 88
Buena Vista,.....	371	170 66
Dayton,.....	259	119 14
Eagle,.....	388	178 48
Forest,.....	304	139 84
Henrietta,.....	250	115 00
Ithaca,.....	498	226 78
Marshall,.....	317	145 82
Orion,.....	263	120 98
Richwood,.....	424	195 04
Rockbridge,.....	290	133 40
Sylvan,.....	283	130 18
Westford,.....	256	117 76
Willow,.....	211	97 06
Richland,.....	482	221 72
Total, .....	5, 091	\$2, 341 86

## APPORTIONMENT OF SCHOOL FUND INCOME FOR 1865.—continued.

Counties and Towns.	No. of Children.	Apportionment.
<b>ROCK—</b>		
Avon,.....	854	\$162 84
Beloit,.....	818	148 98
Beloit City,.....	1,540	708 40
Bradford,.....	876	172 96
Clinton,.....	599	275 64
Center,.....	487	201 02
Fulton,.....	706	324 76
Harmony,.....	881	175 26
Janesville,.....	298	187 08
Janesville City,.....	3,748	1,721 78
Johnstown,.....	454	208 84
Lima,.....	885	177 10
La Prairie,.....	822	148 12
Magnolia,.....	400	184 00
Milton,.....	618	281 98
Newark,.....	441	202 86
Porter,.....	511	235 06
Plymouth,.....	462	212 52
Rock,.....	488	224 48
Spring Valley,.....	416	191 86
Turtle,.....	497	228 62
Union,.....	660	308 60
<b>Total,.....</b>	<b>14,896</b>	<b>\$6,622 16</b>
<b>SAINT CROIX—</b>		
Cylon,.....	76	\$34 96
Eau Galla,.....		
Erin Prairie,.....	151	69 46
Emerald,.....	48	22 06
Hammond,.....	190	87 40
Hudson,.....	122	56 12
Hudson City,.....	548	252 08
Malone,.....	175	80 50
Pleasant Valley,.....	129	59 84
Richmond,.....	178	81 86
Rush River,.....	76	34 96
St. Joseph,.....	75	34 50
Springfield,.....	41	18 86
Star Prairie,.....	145	66 70
Somerset,.....	185	62 10
Troy,.....	211	97 06
Warren,.....	72	38 12
	<b>2,372</b>	<b>\$1,091 12</b>
<b>SAUK—</b>		
Baraboo,.....	980	\$427 80
Bear Creek,.....	248	114 08
Dellona,.....	247	118 62

## APPORTIONMENT OF SCHOOL FUND INCOME FOR 1865—continued.

Counties and Towns.	No. of Children.	Apportion- ment.
<b>SAUK—concluded.</b>		
Excelsior,.....	290	\$123 40
Fairfield,.....	261	120 06
Franklin,.....	326	149 96
Freedom,.....	244	112 24
Greenfield,.....	300	138 00
Honey Creek,.....	448	203 78
Ironton,.....	433	199 19
Lavalle,.....	320	147 20
Merrimack,.....	303	139 38
New Buffalo,.....	341	156 86
Prairie du Sac,.....	719	330 74
Reedsburg,.....	468	215 28
Spring Green,.....	351	161 46
Sumpter,.....	397	182 62
Troy,.....	349	160 54
Washington,.....	305	140 30
Westfield,.....	379	174 34
Winfield,.....	284	130 64
Woodland,.....	285	108 10
<b>Total,.....</b>	<b>8, 178</b>	<b>\$3, 759 58</b>
<b>SHAWANO—</b>		
Belle Plaine,.....	95	\$48 70
Hartland,.....	33	15 18
Pella,.....	75	34 50
Richmond,.....	80	36 80
Shawano,.....	34	15 64
Waukechon,.....	7	3 22
<b>Total,.....</b>	<b>324</b>	<b>\$149 04</b>
<b>SHEBOYGAN—</b>		
Abbott,.....	639	\$293 94
Greenbush,.....	516	237 36
Hermann,.....	734	337 64
Holland,.....	955	439 30
Lima,.....	732	336 72
Lyndon,.....	563	258 98
Mitchell,.....	422	194 12
Moselle,.....	437	201 02
Plymouth,.....	839	385 94
Rhine,.....	596	374 16
Russell,.....	231	106 26
Scott,.....	577	265 42
Sheboygan,.....	507	233 22
Sheboygan Falls,.....	777	357 42
Sheboygan Falls Village,.....	502	230 92

## APPORTIONMENT OF SCHOOL FUND INCOME FOR 1885—continued.

Counties and Towns.	No. of Children.	Apportionment.
<b>SHEBOYGAN—concluded.</b>		
Sheboygan City,.....	1,550	\$718 00
Wilson,.....	486	223 56
<b>Total,.....</b>	<b>11,063</b>	<b>\$5,088 98</b>
<b>TREMPEALEAU—</b>		
Arcadia,.....	95	\$58 88
Caledonia,.....	147	69 62
Chase,.....		
Burnside,.....	21	9 66
E. trick,.....	148	68 08
Gale,.....	302	188 92
Hale,.....	15	6 90
Lincoln,.....	64	29 44
Preston,.....	148	68 08
Sumner,.....	86	39 56
Trempealeau,.....	464	218 44
<b>Total,.....</b>	<b>1,523</b>	<b>\$700 58</b>
<b>VERNON—</b>		
Bergen,.....	165	\$75 90
Christiana,.....	300	138 00
Clinton,.....	170	78 20
Coon,.....	159	73 14
Franklin,.....	361	166 06
Forest,.....	178	79 58
Greenwood,.....	142	65 82
Genoa,.....	180	59 80
Hamburg,.....	256	117 76
Harmony,.....	193	88 78
Hillside,.....	288	132 48
Jefferson,.....	348	160 08
Kickapoo,.....	386	177 56
Liberty,.....	183	61 18
Stark,.....	160	73 60
Sterling,.....	308	141 68
Union,.....	98	45 08
Viroqua,.....	667	306 82
Webster,.....	288	132 48
Whitestown,.....	150	48 80
Wheatland,.....	168	77 28
<b>Total,.....</b>	<b>4,998</b>	<b>\$2,299 08</b>
<b>WALWORTH—</b>		
Bloomfield,.....	443	\$203 78
Darien,.....	559	257 14

## APPORTIONMENT OF SCHOOL FUND INCOME FOR 1885—continued.

Counties and Towns.	No. of Children.	Apportion- ment.
<b>WALWORTH—concluded.</b>		
Delavan,.....	913	\$419 98
East Troy,.....	589	270 94
Elkhorn,.....	375	172 50
Geneva,.....	303	369 38
Hudson,.....	529	243 34
La Grange,.....	508	233 68
La Fayette,.....	490	225 40
Linn,.....	325	194 50
Richmond,.....	388	178 48
Sharon,.....	686	315 56
Sugar Creek,.....	404	185 84
Spring Prairie,.....	457	210 22
Troy,.....	440	202 40
Whitewater,.....	1,844	618 24
Walworth,.....	541	248 86
<b>Total,.....</b>	<b>9,794</b>	<b>\$4,505 24</b>
<b>WASHINGTON—</b>		
Addison,.....	936	\$480 56
Barton,.....	537	247 02
Erin,.....	714	328 44
Farmington,.....	761	350 06
Germantown,.....	1,018	468 28
Hartford,.....	1,094	508 24
Jackson,.....	836	384 56
Kewaskum,.....	543	249 78
Polk,.....	1,075	494 50
Richfield,.....	843	387 78
Trenton,.....	788	360 18
Wayne,.....	786	361 56
West Bend,.....	708	325 68
<b>Total,.....</b>	<b>10,634</b>	<b>\$4,991 64</b>
<b>WAUKESHA—</b>		
Brookfield,.....	805	\$370 30
Delafield,.....	549	252 54
Eagle,.....	514	236 44
Genesee,.....	708	325 68
Lisbon,.....	548	252 08
Menomonee,.....	928	426 88
Merton,.....	580	266 80
Muskego,.....	575	264 50
Mukwonago,.....	623	286 58
New Berlin,.....	829	381 34
Oconomowoc,.....	965	443 90
Ottawa,.....	480	220 80
Pewaukee,.....	602	276 92
Summit,.....	398	183 08

## APPORTIONMENT OF SCHOOL FUND INCOME FOR 1895—continued.

Counties and Towns.	No. of Children.	Apportionment.
<b>WAUKESHA—concluded.</b>		
Vernon,.....	449	\$206 54
Waukesha, .....	1, 828	609 96
Total,.....	10, 879	\$5, 004 84
<b>WAUPACA—</b>		
Bear Creek,.....	85	\$89 10
Caledonia,.....	287	109 02
Dayton,.....	260	119 60
Farmington,.....	289	182 94
Helvetia,.....	88	16 56
Iola,.....	288	109 48
Larrabee,.....	20	9 20
Lebanon,.....	158	72 68
Lind,.....	402	184 92
Little Wolf,.....	166	76 86
Matteson,.....	45	20 70
Mukwa,.....	354	162 84
Royalton, .....	282	106 72
Scandinavia,.....	367	168 82
St Lawrence,.....	244	112 24
Union,.....	48	19 78
Waupaca,.....	496	228 16
Weyauwega,.....	505	282 80
Total,.....	4, 177	\$1, 921 42
<b>WAUSHARA—</b>		
Aurora,.....	365	\$167 90
Bloomfield,.....	272	125 12
Coloma,.....	118	54 28
Deerfield,.....	67	30 82
Dakota,.....	104	47 84
Hancock,.....	126	57 96
Leon,.....	264	121 41
Mt. Morris,.....	178	81 88
Marion,.....	216	99 36
Oasis,.....	195	89 70
Plainfield,.....	370	170 20
Poyssippi,.....	125	57 60
Rose,.....	69	31 74
Richford,.....	194	89 24
Springwater, .....	188	86 48
Saxville,.....	259	119 14
Warren,.....	245	112 70
Wautoma,.....	265	121 90
Total,.....	3, 620	\$1, 665 20

## APPORTIONMENT OF SCHOOL FUND INCOME FOR 1885—concluded.

Counties and Towns.	No of Children.	Apportion- ment.
<b>WINNEBAGO—</b>		
Algoma,.....	176	80 96
Black Wolf,.....	293	134 78
Clayton,.....	533	245 18
Menasha,.....	396	412 16
Neeenah,.....	838	408 43
Nekimi,.....	445	204 78
Wepuskin,.....	853	162 33
Omro,.....	809	372 54
Oshkosh,.....	332	166 52
Oshkosh City,.....	2,954	1,358 84
Poygan,.....	308	141 63
Rushford,.....	703	323 33
Utica,.....	477	219 42
Vinland,.....	393	180 78
Winchester.....	514	236 44
Winneconne,.....	503	231 33
Wolf River,.....	109	50 14
Total,.....	10,716	4,929 36
<b>Weed—</b>		
Centralia,.....	210	96 60
Dexter,.....		
Grand Rapids,.....	319	146 74
Lincoln,.....	9	4 14
Rudolph,.....	88	40 48
Saratoga,.....	88	45 08
Seneca,.....	59	27 14
Sigel,.....	57	26 22
Springfield,.....	41	18 36
Total,.....	881	\$405 26



TABLE No. 2.—GENERAL STATISTICS.—continued.

COUNTIES.	No. of School Districts.	No. of Districts not Reported.	No. of Parts of Districts.	No. of Parts Districts not Reported.	No. of Male Children over 4 and under 20 years of age.	No. of Female Children over 4 and under 20 years of age.	Total No. of Children over 4 and under 20 years of age.	No. of Children over 4 and under 20 years of age who have attended School.	No. of Children under 4 years of age who have attended School.	No. of Children under 4 years of age who have attended School.	No. of Children over 20 years of age who have attended School during the year.	No. days a School has been taught by a qualified Teacher during the year.	No. of days' attendance of Pupils under four years of age.	No. of days' attendance of Pupils over 20 years of age.	No. of days' attendance of Pupils over and under 20 years of age.	Total No. of days' attendance of different Pupils during the year.
Trempealeau,.....	35	.....	10	2	1036	913	1949	1418	12	4	1399	4707	189	121	77498	77807
Vernon,....	93	.....	41	1	2700	2578	5278	3699	34	41	3783	12137	332	899	144043	145264
Walworth,.....	105	.....	67	...	4976	4821	9797	7795	30	61	7886	22435	635	2146	581060	583842
Washington,.....	87	.....	48	...	5404	5036	10440	6245	27	8	5764	14345	144	151	382153	392260
Waukesha,.....	93	.....	94	...	5893	5175	10668	7787	16	38	7828	20438	362	1558	535516	561534
Waupaca,.....	75	2	22	1	2289	2055	4344	2737	15	26	3007	9730	284	869	182362	183515
Waushara,.....	72	1	47	1	1967	1882	3849	2831	23	9	2798	11960	668	407	159371	163452
Winnebago,.....	72	64	...	...	6012	5724	11736	7489	44	402	7673	15206	745	1501	578467	568936
Wood,.....	21	1	1	...	477	450	927	832	9	4	880	2632	219	96	65888	65951
Total,.....	3806	121	1738	60	171865	163717	335582	217767	1252	1523	232067	615424	26018	41162	14542034	14681167

TABLE No. 3.  
TEACHERS, SCHOOL HOUSES, SITES, ETC.

COUNTIES.	No. of different persons employed as teachers during the year.	Average wages of male teachers per month.	Average wages of female teachers per month.	No. of schools visited by the county superintendent during year.	No. of pupils school houses will accommodate.	No. of school houses in the town.	No. of sites containing less than one acre.	No. sites well inclosed.	No. school houses built of stone or brick.	No. of school houses with out houses in good condition.	No. of school houses furnished with blackboards.	No. of school houses furnished with outline maps.	No. of school houses furnished with clocks.	Highest valuation of school house and site.	Total cash value of school houses.	Cash value of sites.	Each value of apparatus, etc.
Adams,.....	9824	2518	05	52	2239	61	51	2	.....	19	60	2	1	500 00	6435 00	478 50	151 30
Ashland,.....	140 00	.....	.....	1	48	1	1	1	.....	17	1	.....	1	5900 00	14943 00	2782 00	166 50
Brown,.....	11841	6928	72	43	3858	67	60	18	2	17	49	10	6	1750 00	7990 00	588 00	169 80
Buffalo,.....	5381	7228	97	43	1420	81	18	4	1	3	25	2	1	620 00	8853 25	1026 55	358 50
Calumet,.....	8129	6718	62	52	3237	57	44	11	.....	13	44	8	4	1590 00	3690 00	400 00	78 00
Chippewa,.....	5430	8926	98	19	828	20	18	1	.....	1	16	1	.....	210 00	1105 00	62 00	70 00
Clark,.....	19	.....	28 96	25	829	10	10	.....	.....	.....	7	2	1	10000 00	53967 00	6794 00	842 25
Columbia,.....	29687	1220	79	140	8229	147	122	27	14	67	137	20	11	4000 00	18858 00	2202 00	774 00
Crawford,.....	11486	3322	04	.....	3355	81	59	4	5	6	68	8	2	5800 00	38544 00	3685 50	310 50
Dane, 1st District,.....	21729	0419	71	109	5450	119	100	24	26	41	117	9	11	7500 00	44890 00	12686 50	3225 04
Dane, 2d District,.....	19885	8623	12	138	6232	114	86	20	14	25	101	18	12	10500 00	33194 00	2194 33	567 50
Dodge, 1st District,.....	14338	6820	05	78	5187	80	75	8	10	40	76	17	5	2200 00	36994 00	3842 00	749 36
Dodge, 2d District,.....	22537	3419	36	102	6198	122	102	26	9	40	115	20	11	500 00	3620 00	394 00	245 00
Door,.....	1726	0022	58	17	508	19	15	2	.....	5	12	4	3	.....	.....	.....	.....

TABLE NO 3.—TEACHERS, SCHOOL HOUSES, SITES, ETC.—concluded.

COUNTIES.	No. of different persons employed as teachers during the year.	Average wages of male teachers per month.	Average wages of female teachers per month.	No. of schools visited by the county superintendent during year.	No. of pupils school houses will accommodate.	No. of school houses in the town.	No. of sites containing less than one acre.	No. of sites well enclosed.	No. of school houses built of stone or brick.	No. of school houses with out-house in good condition.	No. of school houses furnished with blackboards.	No. of school houses furnished with outline maps.	No. of school houses furnished with clocks.	Highest valuation of school house and site.	Total cash value of school houses.	Cash value of sites.	Cash value of apparatus, etc.
Douglas, .....	540	00 26	60	8	170	4	4	1	1	8	8	8	1	925 00	650 00	275 00	.....
Dunn, .....	5040	00 26	60	8	1840	33	27	3	.....	10	23	28	2	700 00	6885 00	685 00	280 00
Eau Claire, .....	6446	39 24	19	19	1470	26	26	4	.....	10	24	2	1	4400 00	9195 00	1458 00	253 00
Fond du Lac, .....	31187	29 20	46	18	11674	188	145	47	7	86	154	26	32	2000 00	86470 00	12785 00	1199 92
Grant, .....	31836	08 23	41	174	10411	191	122	15	31	33	171	26	14	9800 00	77797 50	7868 00	1286 25
Green, .....	28831	86 20	54	108	6596	112	94	17	24	21	105	2	10	1050 00	88763 00	3390 50	1084 50
Green Lake, .....	12336	46 19	87	100	3644	70	64	8	3	17	62	15	6	1900 00	17925 00	4511 00	248 84
Iowa, .....	18139	26 24	25	40	7591	115	62	10	16	28	104	25	6	7000 00	40762 00	2052 90	1999 10
Jackson, .....	3334	78 21	04	38	1846	46	30	3	.....	12	32	6	3	825 00	7715 15	1028 00	268 00
Jefferson, .....	24387	08 19	52	120	7925	181	110	17	39	64	122	25	15	8000 00	57271 25	7650 50	2010 25
Juneau, .....	14187	42 19	47	85	8614	79	61	10	.....	21	66	7	2	2000 00	16097 00	1171 00	269 75
Kenosha, .....	18734	60 21	18	64	4858	67	62	26	5	39	67	16	13	17000 00	41290 00	3590 00	987 00
Kewaunee, .....	4228	58 21	56	22	1979	40	24	10	.....	17	20	2	2	1155 00	5750 00	855 00	162 00
La Crosse, .....	9736	24 23	26	60	2284	62	49	12	4	33	55	16	8	5000 00	24143 00	3803 00	321 00
La Fayette, .....	18030	96 22	33	18	5987	111	74	24	19	26	70	21	10	2400 00	30555 00	3169 50	797 50
La Pointe, .....	2	.....	59 00	1	60	1	1	1	.....	1	1	1	1	700 00	600 00	100 00	50 00
Manitowoc, .....	14934	90 22	55	76	8036	98	76	9	1	30	89	35	14	4100 00	21340 50	8733 00	1757 75
Marathon, .....	4434	00 27	27	25	1179	89	18	6	.....	7	23	7	2	3500 00	8672 00	971 80	687 25
Marquette, .....	9524	47 18	90	57	2446	50	39	2	.....	6	54	5	5	1725 00	8825 45	504 75	93 75



TABLE No. 4.  
FINANCIAL STATISTICS.  
MONEYS RAISED AND RECEIVED.

COUNTIES.	Taxes levied for building and re- pairing.	Taxes levied for fuel and incen- dals.	Taxes levied for teachers' wages.	Taxes levied for apparatus, etc.	Taxes levied for library, etc.	Taxes levied to pay old indebted- ness.
Adams.....	\$545 03	\$356 54	\$3, 137 22	\$107 27	\$70 00	\$111 26
Ashland.....	2, 873 24	851 17	5, 460 51	52 06	30 00	245 50
Brown.....	718 50	357 90	3, 680 22			272 31
Buffalo.....						
Burnett.....						
Calumet.....	922 25	524 96	3, 927 68	108 00		193 52
Chippewa.....	251 70	349 10	1, 526 31			167 00
Clark.....		80 00	1, 825 00			
Columbia.....	2, 606 56	2, 567 97	15, 722 97	30 40	20 00	456 17
Crawford.....	912 65	968 93	7, 004 26	60 00		81 03
Dane, 1st dist.....	6, 611 75	2, 708 68	8, 614 53			172 58
Dane, 2d dist.....	4, 722 46	2, 074 98	13, 190 04	20 00	20 00	548 13
Dodge, 1st dist.....						
Dodge, 2d dist.....	1, 471 80	3, 550 50	13, 877 31	32 75		840 10

Door,.....	614 05	449 80	2, 669 28	.....	.....	280 00
Douglas,.....	102 26	87 78	602 01	.....	.....	.....
Dunn,.....	785 50	211 65	8, 584 45	18 00	.....	.....
Eau Claire,.....	2, 480 05	351 21	6, 062 25	75 00	10 00	408 16
Fond du Lac,.....	6, 461 64	5, 841 52	23, 011 52	246 58	156 11	680 48
Grant,.....	4, 180 14	8, 847 41	17, 886 80	96 38	1 00	908 89
Green,.....	8, 856 89	2, 390 27	10, 853 08	5 00	.....	674 90
Green Lake,.....	1, 672 60	1, 674 73	9, 340 90	1 00	.....	75 27
Iowa,.....	2, 052 66	2, 135 48	9, 888 24	441 00	.....	829 50
Jackson,.....	574 90	457 29	8, 965 58	.....	.....	231 40
Jefferson,.....	2, 709 74	2, 308 12	12, 178 80	196 14	.....	640 12
Juneau,.....	1, 952 41	886 26	6, 573 66	30 67	23 49	158 44
Kenosha,.....	411 55	1, 250 65	7, 480 80	78 00	.....	885 11
Kewaunee,.....	904 50	100 55	2, 736 75	.....	.....	87 33
La Crosse,.....	1, 327 65	1, 101 05	8, 606 91	6 00	15 00	112 78
La Fayette,.....	1, 700 32	2, 650 40	11, 764 88	19 85	.....	1, 474 16
La Pointe,.....	.....	.....	.....	.....	.....	.....
Manitowoc,.....	713 68	758 81	14, 057 25	137 18	10 00	458 45
Marathon,.....	728 88	544 29	2, 981 00	42 00	42 00	40 00
Marquette,.....	1, 100 51	565 05	7, 724 68	409 75	862 61	874 88
Milwaukee, 1st dist.,.....	618 70	1, 040 16	1, 540 29	.....	.....	868 88
Milwaukee, 2d dist.,.....	611 38	432 82	1, 951 76	8 65	.....	76 95
Monroe,.....	2, 710 04	1, 464 48	8, 088 91	49 60	.....	452 04
Oconto,.....	1, 350 00	267 19	8, 692 21	250 00	.....	92 89
Outagamie,.....	388 07	775 00	6, 841 87	28 70	62 00	685 00
Ozaukee,.....	1, 602 26	884 17	2, 557 23	244 00	80 00	254 50
Pepin,.....	308 92	1, 316 15	2, 289 98	106 30	.....	332 20
Pierce,.....	685 00	599 10	5, 415 76	25 00	20 00	.....
Polk,.....	.....	.....	.....	.....	.....	.....
Portage,.....	783 60	511 30	6, 211 75	292 04	21 05	206 74
Racine,.....	2, 868 47	3, 690 50	8, 484 86	35 90	20 90	54 22
Richland,.....	697 98	909 15	8, 882 96	19 00	24 00	186 16
Rock, 1st dist.,.....	1, 068 56	863 34	2, 155 22	.....	.....	93 13
Rock, 2d dist.,.....	1, 006 16	4, 234 98	10, 097 75	41 10	314 75	1, 520 86
St. Croix,.....	.....	.....	.....	.....	.....	.....
Sauk,.....	2, 154 18	1, 494 12	10, 058 06	101 00	10 00	486 77
Shawano,.....	306 00	149 00	980 42	7 00	.....	10 00



TABLE NO. 4.—FINANCIAL STATISTICS, MONIES RAISED AND RECEIVED—continued.

COUNTIES.	Income of the state school fund.	Taxes levied at annual town meetings.		Taxes levied by county supervisors.	Tuition of non-resident pupils.	All other sources.	Money on hand August 31, 1864.	Total amount on hand, raised and received during the year.
Adams,.....	\$743 00	\$180 45	\$750 16	\$2 00	\$335 08	\$1, 075 49	\$7, 713 50	
Ashland,.....	43 24	.....	33 60	.....	.....	190 88	267 72	
Brown,.....	2, 496 98	440 10	1, 306 17	42 74	50 52	2, 005 07	15, 364 05	
Buffalo,.....	531 05	35 00	299 66	6 50	405 55	1, 172 29	7, 468 98	
Burnett,.....	.....	.....	.....	.....	.....	.....	.....	
Calumet,.....	1, 409 19	284 94	571 58	7 75	304 08	2, 132 06	10, 381 01	
Chippewa,.....	443 00	631 78	210 77	.....	.....	68 04	3, 647 70	
Clark,.....	.....	.....	400 28	2 50	696 00	161 18	2, 684 96	
Columbia,.....	4, 192 48	2, 125 38	4, 965 44	540 84	3, 045 04	3, 661 19	39, 984 44	
Crawford,.....	1, 518 59	1, 259 78	912 40	3 00	1, 087 09	850 06	14, 652 76	
Dane, 1st district,.....	3, 431 46	1, 653 04	1, 639 01	1 00	617 57	4, 250 08	29, 698 58	
Dane, 2d district,.....	6, 521 52	1, 488 17	1, 268 67	156 90	1, 369 00	2, 790 02	38, 159 89	
Dodge, 1st district,.....	.....	.....	.....	.....	.....	.....	.....	
Dodge, 2d district,.....	3, 667 31	1, 090 30	2, 062 45	97 70	181 29	2, 610 22	29, 471 73	



TABLE No. 4.—FINANCIAL STATISTICS, MONEY, RAISED AND RECEIVED.—concluded.

COUNTIES.	Income of the State School Fund.	Taxes Levied at Annual Town Meeting.	Taxes Levied by County Super-Visors.	Tuition of Non-Resident Pupils.	All other Sources.	Money on hand August 31, 1864.	Total Amount on hand, raised and received during the year.
Door,.....	\$217 74	\$312 00	\$248 88	\$20 00	\$454 89	.....	\$5,215 54
Douglas,.....	81 88	.....	.....	.....	201 25	\$64 88	1,140 01
Dunn,.....	586 00	484 00	188 00	89 80	191 68	.....	5,984 08
Kau Claire,.....	677 12	.....	300 00	52 25	269 26	.....	19,680 80
Fond du Lac,.....	6,758 57	1,590 84	2,528 19	408 72	1,478 51	4,640 55	53,641 16
Grant,.....	5,760 49	1,984 64	2,561 47	151 80	1,852 15	4,881 92	41,968 18
Green,.....	8,268 97	1,235 60	1,791 10	221 98	619 00	1,800 38	26,717 12
Green Lake,.....	2,846 02	.....	811 24	141 00	411 00	4,880 11	21,808 87
Iowa,.....	8,698 11	1,469 84	2,089 27	98 24	1,269 69	5,257 66	28,679 79
Jackson,.....	771 29	427 14	827 15	10 00	412 40	2,808 86	10,481 01
Jefferson,.....	5,676 55	1,228 48	8,680 16	502 99	1,409 62	2,501 34	82,986 06
Juneau,.....	1,589 00	1,075 86	841 48	86 00	427 12	2,044 26	15,638 65
Kenosha,.....	1,855 71	260 40	5,186 92	199 00	1,805 27	929 08	19,385 94
Kewaunee,.....	840 27	352 22	422 59	.....	95 00	218 81	5,568 02
La Crosse,.....	2,074 00	1,274 00	909 21	7 80	291 12	782 60	16,507 62
La Fayette,.....	8,150 94	916 65	1,889 86	65 88	582 88	8,658 08	27,825 85
La Pointe,.....	50 14	800 00	180 00	.....	.....	580 14	1,060 28
Manitowoc,.....	4,056 08	788 82	2,851 62	21 62	2,491 75	10,877 08	36,686 77

Marathon, .....	429 97	2, 176 50	1, 160 86	10 00	597 96	1, 092 80	9, 840 76
Marquette, .....	310 00	725 00	447 15	438 22	612 43	1, 574 05	8, 144 33
Milwaukee, 1st District, .....	2, 019 94	1, 721 54	1, 814 77	28 50	286 50	2, 299 88	11, 689 11
do, 2d .....	10, 268 85	8, 044 82	19, 506 60	7 50	174 54	.....	41, 077 87
Monroe, .....	1, 696 87	880 21	1, 716 55	88 85	441 64	8, 818 16	21, 291 85
Oconto, .....	636 29	485 56	290 65	.....	108 90	1, 297 81	8, 471 00
Ontonagon, .....	1, 948 86	468 94	2, 654 69	15 00	51 45	2, 091 18	15, 458 76
Osaukee, .....	3, 168 09	2, 749 16	2, 781 16	12 53	420 91	2, 823 38	16, 377 84
Pepin, .....	437 00	291 88	.....	.....	.....	.....	8, 031 88
Pierce, .....	619 14	269 64	555 24	84 50	402 06	3, 175 44	11, 791 88
Polk, .....	.....	.....	.....	.....	.....	.....	.....
Portage, .....	1, 816 61	457 42	695 39	21 26	747 95	2, 559 60	18, 774 61
Racine, .....	3, 681 45	1, 502 01	1, 937 09	630 40	4, 020 41	1, 475 90	27, 951 21
Richland, .....	2, 384 07	1, 101 27	1, 991 31	21 28	1, 439 12	2, 515 88	18, 592 18
Rock, 1st District, .....	1, 143 31	874 30	1, 669 65	.....	589 88	1, 847 85	9, 795 24
do, 2d .....	2, 878 89	550 86	5, 875 87	274 25	1, 226 76	4, 476 39	31, 992 52
St. Croix, .....	.....	.....	.....	.....	.....	.....	.....
Sauk, .....	3, 498 92	2, 029 30	2, 558 52	72 25	2, 741 14	.....	25, 204 26
Shawano, .....	259 75	79 27	90 48	.....	42 00	.....	1, 878 92
Sheboygan, .....	4, 817 08	5, 773 61	2, 069 34	33 12	3, 919 36	3, 791 13	30, 165 80
Trempealeau, .....	588 41	100 00	246 11	23 00	818 89	2, 288 62	9, 318 12
Vernon, .....	2, 020 98	859 35	987 88	50 33	742 16	2, 891 31	15, 738 84
Walworth, .....	4, 570 87	1, 839 00	2, 113 68	368 55	1, 734 44	2, 998 25	35, 253 13
Washington, .....	6, 119 70	2, 455 88	3, 650 65	8 50	1, 279 59	2, 247 96	20, 680 50
Waukesha, .....	4, 796 99	696 23	2, 095 24	131 55	1, 784 82	3, 669 80	31, 846 83
Waupaca, .....	1, 701 78	677 03	1, 622 43	21 00	756 91	2, 685 17	16, 569 82
Waushara, .....	1, 448 33	293 39	956 36	102 36	461 97	1, 388 54	13, 309 43
Winnebago, .....	4, 874 44	2, 465 94	4, 596 03	125 13	187 84	5, 012 31	45, 604 34
Wood, .....	267 18	.....	76 36	5 00	1, 901 70	86 80	5, 071 27
Total, .....	\$184, 148 87	\$61, 804 04	\$108, 775 44	\$5, 205 09	\$47, 692 64	\$122, 845 72	1, 054, 101 33

TABLE NO. 5.

## FINANCIAL STATISTICS.

## MONEYS EXPENDED.

COUNTIES.	Building and repairing.	Fuel and incidental expenses.	Services of male teachers.	Services of female teachers.	Apparatus, etc.	Library, etc.
Adams, .....	\$478 57	\$428 93	\$315 50	\$4,347 41	80	\$5 80
Ashland, .....	.....	2 62	120 00	.....	.....	.....
Brown, .....	1,346 50	1,006 68	8,420 05	7,643 90	11 00	.....
Buffalo, .....	534 60	438 18	1,572 95	2,481 08	8 00	75 00
Burnett, .....	.....	.....	.....	.....	.....	.....
Calumet, .....	695 56	629 48	1,146 00	4,756 18	32 45	22 67
Chippewa, ..	68 95	321 54	707 95	1,892 98	.....	6 09
Clark, .....	116 00	131 00	.....	1,282 00	25 00	.....
Columbia, ..	8,228 49	3,645 58	8,046 76	18,978 72	133 61	.....
Crawford, ..	1,135 51	978 20	2,278 00	4,788 82	20 24	78 03
Dane, 1st district, .....	6,868 90	2,642 88	4,469 98	10,890 25	37 92	.....
Dane, 2d district, .....	2,516 67	4,925 73	3,882 85	15,804 82	6 50	12 50
Dodge, 1st district, .....	.....	.....	.....	.....	.....	.....
Dodge, 2d district, .....	1,680 88	3,813 88	69099 50	14,165 22	61 45	17 63

Door.....	70 00	353 44	586 50	1, 851 71	25 00	4 50
Douglas.....	105 76	99 73	181 82	566 00	10 00	.....
Dunn.....	698 50	440 82	415 00	4, 253 00	78 94	.....
Eau Claire.....	2, 002 59	540 27	1, 387 02	3, 565 24	130 22	1, 75
Fond du Lac.....	6, 285 78	5, 734 84	7, 850 88	23, 547 06	168 00	174 08
Grant.....	4, 825 39	3, 876 12	7, 253 00	21, 015 77	49 50	.....
Green.....	2, 597 30	3, 221 85	5, 548 72	12, 088 68	92 00	.....
Green Lake.....	2, 005 80	1, 818 79	4, 049 89	8, 382 25	32 35	.....
Iowa.....	2, 915 66	2, 291 65	4, 647 70	12, 986 82	188 30	2 85
Jackson.....	664 17	462 28	1, 420 48	4, 608 95	857 00	.....
Jefferson.....	3, 249 27	3, 174 16	5, 562 37	15, 062 43	161 40	2 75
Juneau.....	1, 351 41	1, 159 76	2, 310 82	6, 442 27	10 00	5 00
Kenosha.....	4, 823 21	2, 448 74	4, 186 58	10, 067 32	12 78	.....
Keweenaw.....	1, 127 71	218 87	1, 444 00	2, 490 50	.....	.....
La Crosse.....	829 70	932 20	4, 099 00	7, 590 00	37 50	15 00
La Fayette.....	2, 065 15	2, 423 83	5, 042 10	8, 591 22	35 25	.....
La Pointe.....	4 50	9 05	.....	395 00	.....	.....
Manitowoc.....	1, 060 48	1, 155 26	7, 301 44	11, 280 06	134 54	28 08
Marathon.....	841 16	586 19	2, 339 00	1, 708 08	42 77	23 80
Marquette.....	1, 100 14	551 07	821 61	425 91	362 61	1, 044 81
Milwaukee, 1st dist.,.....	328 11	1, 378 93	2, 012 85	6, 127 41	3 00	8 57
Milwaukee, 2d dist.,.....	2, 199 11	5, 281 26	12, 168 92	26, 634 18	1, 045 74	5 05
Monroe.....	2, 176 25	1, 555 45	2, 855 25	8, 516 78	11 00	.....
Oconto.....	1, 424 16	251 55	574 81	8, 752 72	52 00	.....
Outagamie.....	548 92	984 43	1, 973 62	8, 964 00	112 95	32 00
Ozaukee.....	819 88	840 14	7, 260 05	4, 086 00	227 77	77 00
Pepin.....	265 00	1, 031 05	224 02	114 74	.....	272 15
Pierce.....	1, 121 94	1, 205 71	1, 669 00	5, 156 23	39 50	29 00
Polk.....	.....	.....	.....	.....	.....	.....
Portage.....	769 48	576 74	1, 821 28	6, 836 90	30 85	38 20
Redine.....	2, 252 75	3, 937 41	8, 458 50	15, 614 68	54 82	.....
Richland.....	694 24	910 80	8, 857 38	7, 760 33	53 63	24 00
Rock, 1st dist.,.....	1, 063 43	945 52	1, 123 15	4, 585 69	.....	5 00
Rock, 2d dist.,.....	1, 472 39	3, 908 91	5, 115 35	14, 509 94	86 51	38 87
St. Croix.....	.....	.....	.....	.....	.....	.....
Sauk.....	1, 837 50	1, 865 46	8, 752 16	16, 317 69	79 76	15 00
Shawano.....	43 50	111 00	.....	966 19	7 00	.....

TABLE No. 5.—FINANCIAL STATISTICS, MONIES EXPENDED.

COUNTIES.	Building and repairing.	Full and incidental expenses.	Services of male teachers.	Services of female teachers.	Apparatus, etc.	Library, etc.
Sheboygan, .....	1,989 90	1,640 19	6,146 03	12,645 51	70 12	1 90
Trempealeau, .....	1,826 02	616 46	1,088 25	4,526 06	82 60	25 00
Vernon, .....	1,200 38	743 84	8,086 54	8,345 81	186 00	.....
Walworth, .....	1,573 45	8,866 59	7,444 71	16,709 48	18 82	6 00
Washington, .....	782 40	1,834 84	7,594 89	7,716 69	6 18	10 00
Waukesha, .....	1,567 04	8,007 61	6,902 50	16,219 94	27 00	16 00
Waupaca, .....	1,021 79	805 60	1,923 13	7,212 61	57 25	.....
Waushara, .....	572 04	680 27	852 43	6,318 46	.....	.....
Winnebago, .....	6,979 11	8,981 66	6,727 58	16,281 98	58 17	.....
Wood, .....	148 50	202 86	1,695 10	2,268 93	20 00	.....
<b>Total, .....</b>	<b>\$86,420 05</b>	<b>\$91,968 93</b>	<b>\$189,614 89</b>	<b>\$471,257 50</b>	<b>\$4,525 60</b>	<b>\$2,111 99</b>

TABLE NO. 5.—FINANCIAL STATISTICS, ETC.

## COUNTIES.

	Old indebtedness.	School furniture.	Registers, records, etc.	For all other purposes.	Money on hand August 31st, 1865.	Total amounts expended during the year and remaining on hand Aug. 31, 1865.
Adams,.....	497 37	.....	8 34	451 40	1,180 08	7,713 50
Ashland,.....	.....	.....	.....	.....	145 10	267 72
Brown,.....	284 78	37 18	51 81	384 33	3,385 22	17,421 45
Buffalo,.....	464 99	2 00	1 65	25 00	1,920 58	7,468 98
Burnett,.....	.....	.....	.....	.....	.....	.....
Calumet,.....	318 27	27 56	20 86	234 64	2,497 84	10,381 01
Chippewa,.....	376 10	.....	.....	40 00	150 84	8,554 83
Clark,.....	.....	1 00	.....	37 00	27 00	1,569 00
Columbia,.....	1,038 00	117 12	82 33	1,114 05	3,604 78	39,934 44
Crawford,.....	127 25	25 91	8 65	204 44	1,927 06	11,511 61
Dane, 1st Dist.,.....	360 03	31 09	108 25	114 03	2,661 45	28,184 23
Dane, 2d Dist.,.....	555 85	64 76	20 40	512 23	1,763 52	29,515 83
Dodge, 1st Dist.,.....	.....	.....	.....	.....	.....	.....
Dodge, 2d Dist.,.....	383 92	96 78	32 63	261 11	2,783 56	29,295 56
Doot,.....	437 34	24 85	10 00	147 67	1,905 03	5,215 54
Douglas,.....	.....	.....	.....	.....	101 70	1,140 01
Dunn,.....	24 00	.....	32 00	.....	.....	5,986 76

TABLE NO. 5.—FINANCIAL STATISTICS, MONEYS EXPENDED, ETC.—concluded.

COUNTIES.	Old indebtedness.	School furniture.	Registers, records, etc.	For all other purposes.	Money on hand August 31, 1865.	Total amounts expended during the year and remaining on hand Aug. 31, 1865.
Eau Claire,.....	881 04	275 01	10 00	165 91	.....	8,918 65
Fond du Lac,.....	1,782 05	1,015 87	141 28	1,227 17	5,765 20	53,641 16
Grant,.....	1,077 92	172 25	45 75	464 47	6,049 89	44,829 57
Green,.....	888 64	18 75	71 14	592 45	1,180 75	25,646 78
Green Lake,.....	445 26	183 92	17 70	8,272 41	2,588 80	22,748 17
Iowa,.....	694 85	486 28	280 52	560 51	3,861 17	28,960 26
Jackson,.....	308 49	70 00	4 85	74 50	2,486 08	10,401 80
Jefferson,.....	1,376 54	523 10	96 11	594 76	4,004 74	38,806 68
Juneau,.....	428 84	285 92	9 95	260 04	3,425 14	15,688 65
Kenosha,.....	468 27	15 75	27 42	388 25	1,267 62	19,385 94
Kewaunee,.....	26 55	7 08	2 50	72 48	658 19	6,042 78
La Crosse,.....	153 00	20 45	20 55	578 70	1,202 84	15,478 94
La Fayette,.....	1,731 00	167 10	88 44	172 05	3,070 09	23,386 26
La Pointe,.....	.....	.....	.....	11 65	807 81	728 01
Manitowoc,.....	1,270 24	286 48	84 05	1,494 69	12,621 45	36,666 77
Marathon,.....	467 75	140 40	75 25	1,127 00	1,782 44	8,888 84
Marquette,.....	310 00	669 12	597 18	468 19	2,811 92	8,647 51
Milwaukee, 1st Dist.,.....	552 48	17 58	7 86	79 48	1,174 86	11,689 11

Milwaukee, 2d Dist.,.....	77 98	.....	176 85	2,455 85	.....	49,984 44
Monroe,.....	422 00	79 48	12 20	784 44	4,871 91	21,264 76
Oconto,.....	212 12	.....	150 00	196 70	1,856 90	8,471 00
Outagamie,.....	469 23	46 22	88 67	155 61	1,777 30	15,102 95
Ozaukee,.....	365 91	56 52	110 78	190 24	3,195 65	17,229 89
Pepin,.....	485 10	292 45	.....	.....	2,634 51	2,634 51
Pierce,.....	139 06	85 27	2 50	14 50	2,388 17	11,791 88
Polk,.....	.....	.....	.....	.....	.....	.....
Portage,.....	692 90	64 50	18 46	75 63	1,617 78	12,487 72
Racine,.....	172 02	74 50	7 81	389 15	1,989 57	27,951 21
Richland,.....	451 10	37 65	14 85	218 80	3,675 64	17,997 92
Rock, 1st Dist.,.....	91 68	47 80	2 60	90 78	1,889 64	9,795 24
Rock, 2d Dist.,.....	1,549 69	58 71	62 76	623 62	4,777 26	32,204 01
St. Croix,.....	.....	.....	.....	.....	.....	.....
Sauk,.....	907 98	62 32	44 15	916 88	.....	25,798 90
Shawano,.....	76 00	.....	5 10	.....	.....	1,208 79
Sheboygan,.....	1,053 26	139 50	30 92	8,808 03	2,690 44	30,165 80
Trempealeau,.....	244 28	5 10	10 90	89 95	1,818 24	9,432 86
Vernon,.....	636 85	101 85	15 06	181 48	1,841 59	15,388 84
Walworth,.....	668 25	67 66	87 05	790 21	3,653 58	34,798 80
Washington,.....	292 00	30 40	30 94	135 98	3,851 3	21,286 45
Waukesha,.....	1,231 02	202 85	35 25	684 31	2,817 20	32,710 72
Waupaca,.....	661 84	84 43	21 04	455 35	4,376 78	16,569 82
Wausara,.....	349 73	9 06	88 75	148 87	1,915 67	11,385 28
Winnebago,.....	1,204 70	806 08	194 96	708 18	2,583 65	39,586 05
Wood,.....	146 75	23 00	5 00	51 00	165 97	4,617 11
Total,.....	\$30,146 32	\$6,992 54	\$2,923 42	\$27,261 60	\$180,441 85	\$1,043,664 20



TABLE NO. 5.—FINANCIAL STATISTICS, MONEYS EXPENDED, ETC.—concluded.

COUNTIES.	Old indebtedness.	School furniture.	Registers, records, etc.	For all other purposes.	Money on hand August 31, 1865.	Total amounts expended during the year and remaining on hand Aug. 31, 1865.
Eau Claire,.....	831 64	275 01	10 00	165 91	5,765 20	8,918 65
Fond du Lac,.....	1,782 05	1,015 87	141 28	1,227 17	5,765 20	58,641 16
Grant,.....	1,077 92	1,172 25	45 75	464 47	6,049 89	44,829 57
Green,.....	838 64	18 75	71 14	592 45	1,160 75	25,646 78
Green Lake,.....	445 26	188 92	17 70	8,272 41	2,588 80	22,748 17
Iowa,.....	694 85	486 28	280 52	560 51	3,861 17	28,860 26
Jackson,.....	808 49	70 00	4 85	74 50	2,436 08	10,401 80
Jefferson,.....	1,375 54	528 10	96 11	594 76	4,004 74	38,806 68
Juneau,.....	428 84	235 92	9 95	260 04	8,425 14	15,838 65
Kenosha,.....	453 27	15 75	27 42	388 25	1,267 62	19,385 94
Kewaunee,.....	26 55	7 08	2 50	72 48	658 19	6,042 78
La Crosse,.....	153 00	20 45	20 55	573 70	1,202 84	15,478 94
La Fayette,.....	1,731 00	167 10	38 44	172 05	8,070 09	23,886 26
La Pointe,.....	.....	.....	.....	11 65	8,807 81	728 01
Manitowoc,.....	1,270 24	286 48	84 05	1,494 69	12,621 45	30,666 77
Marathon,.....	487 75	140 40	75 25	1,227 00	1,782 44	8,838 84
Marquette,.....	310 00	659 12	597 18	468 19	2,811 92	8,047 51
Milwaukee, 1st Dist.,.....	552 48	17 58	7 86	79 46	1,174 86	11,689 11

Milwaukee, 2d Dist.,.....	77 98	.....	176 85	2,455 85	.....	49,984 44
Monroe,.....	422 00	79 48	12 20	764 44	4,871 91	21,264 76
Oconto,.....	212 12	.....	160 00	196 70	1,856 90	8,471 00
Outagamie,.....	469 23	46 22	38 67	156 61	1,777 30	15,102 95
Ozaukee,.....	365 91	56 52	110 78	190 24	3,195 65	17,229 89
Pepin,.....	435 10	292 45	.....	.....	.....	2,634 51
Pierson,.....	139 06	85 27	2 50	14 50	2,388 17	11,791 88
Polk,.....	.....	.....	.....	.....	.....	.....
Portage,.....	692 90	64 50	18 46	75 63	1,617 78	12,487 72
Racine,.....	172 02	74 56	7 81	389 15	1,989 57	27,951 21
Richland,.....	461 10	37 66	14 85	218 80	3,675 64	17,697 92
Rock, 1st Dist.,.....	91 68	47 80	2 60	90 78	1,889 64	9,795 24
Rock, 2d Dist.,.....	1,549 69	58 71	62 76	623 62	4,777 26	32,204 01
St. Croix,.....	.....	.....	.....	.....	.....	.....
Sauk,.....	907 98	62 32	44 15	916 88	.....	26,798 90
Shawano,.....	76 00	.....	6 10	.....	.....	1,208 79
Sheboygan,.....	1,053 26	139 50	30 92	3,808 03	2,690 44	30,165 80
Trempealeau,.....	244 28	5 10	10 90	89 96	1,818 24	9,432 86
Vernon,.....	636 85	101 85	15 03	181 48	1,841 59	15,388 84
Walworth,.....	668 26	67 66	37 05	790 21	3,653 58	34,798 80
Washington,.....	292 00	30 40	30 94	136 98	3,851 3	21,286 45
Waukesha,.....	1,231 02	202 85	35 25	684 31	2,817 20	32,710 72
Waupaca,.....	661 84	84 43	21 04	455 85	4,376 78	16,569 82
Wausara,.....	849 73	9 06	88 75	148 87	1,915 67	11,385 28
Winnebago,.....	1,204 70	806 06	194 96	708 18	2,588 66	39,586 05
Wood,.....	146 75	23 00	5 00	51 00	165 97	4,617 11
Total,.....	\$30,146 32	\$6,992 54	\$2,923 42	\$27,261 60	\$130,441 35	\$1,043,664 20

TABLE No. 6.

## LIBRARIES AND TEXT BOOKS.

COUNTIES.	DIST. LIBRARIES.		TEXT BOOKS MOST USED IN THE SCHOOLS.				
	No. of vols. added during the year.	Whole No. of volumes in Library.	Spellers.	Readers.	Mental Arithmetic.	Written Arithmetic.	Geographies.
Adams,.....	.....	11	Sanders, ..	Sanders, ..	Ray, .....	Ray, .....	Monteith & McNally,
Ashland,.....	.....	.....	McGuffey, ..	McGuffey, ..	.....	Davies, .....	Monteith, .....
Brown,.....	.....	209	.....do.....	.....do.....	Ray, .....	Ray, .....	Cornell, .....
Buffalo,.....	22	72	National, ..	National, ..	Davies, .....	Davies, .....	McNally, .....
Calumet,.....	5	397	Sanders, ..	Sanders, ..	.....do.....	Thompson	Cornell, .....
Chippewa, .....	.....	.....	McGuffey, ..	McGuffey, ..	.....do.....	Davies, .....	McNally, .....
Clark,.....	.....	.....	.....do.....	National, ..	.....do.....	.....do.....	Monteith & McNally,
Columbia,.....	.....	1, 040	Sanders, ..	Sanders, ..	Thompson, ..	Thompson	Cornell, .....
Crawford, .....	.....	57	McGuffey, ..	McGuffey, ..	Ray, .....	Ray, .....	Monteith & Mitchell,
1st Dist. Daac, ..	9	507	Sanders, ..	Sanders, ..	.....	Thompson	Cornell, .....
2d Dist. ....do..	31	601	.....do.....	.....do.....	Ray, .....	Ray, .....	McNally, .....
1st Dist. Dodge, ..	19	1, 111	.....do.....	.....do.....	Thompson, ..	.....do.....	Cornell, .....
2d Dist. ....do..	14	1, 362	.....do.....	.....do.....	Ray, .....	.....do.....	Cornell, .....
Door,.....	.....	12	McGuffey, ..	McGuffey, ..	Ray, .....	.....do.....	Monteith & McNally,
Douglas, .....	.....	3	.....do.....	.....do.....	Ray, .....	.....do.....	Cornell, .....
Dunn,.....	.....	.....	.....do.....	.....do.....	Thomson, ..	Thompson	Mitchell, .....
Eau Claire, .....	.....	96	Sanders, ..	Sanders, ..	Davies, .....	.....do.....	Cornell, .....
Fond du Lac, .....	27	1, 178	.....do.....	.....do.....	.....do.....	.....do.....	.....do.....
Grant,.....	1	572	McGuffey, ..	McGuffey, ..	Ray, .....	Ray, .....	McNally, .....

Grammars.

 Clark.  
 Pinneo.  
 Clark.  
 Clark.  
 Clark.  
 Clark.  
 Pinneo & Clark  
 Clark.  
 Clark.  
 Clark.  
 Pinneo.  
 Clark.  
 Wells.  
 Pinneo.

Green,.....	566	McGuffey,.....	Ray,.....	Ray,.....	Cornell,.....	Pinneo.
Green Lake,....	561	Sanders,.....	.....	.....	.....do.....	Cl. L.
Iowa,.....	550	McGuffey,.....	Ray,.....	Ray,.....	Monteith & McNally,	Clark.
Jackson,.....	20	Sanders,.....	.....	.....	.....do.....	Clark.
Jefferson,.....	9	Sanders,.....	Thompson,...	Thompson	Cornell,.....	Clark.
Juneau,.....	865	McGuffey,.....	Ray,.....	Ray,.....	Monteith,.....	Pinneo.
Kenosha,.....	138	National,.....	Davies,.....	Davies,...	McNally,.....	Clark.
Kewaunee,.....	1, 143	Sanders,.....	Ray,.....	Ray,.....	Cornell,.....	Smith.
La Crosse,.....	94	McGuffey,.....	.....do.....	.....do.....	Monteith & McNally,	Clark.
La Fayette,....	512	Websters,.....	.....do.....	.....do.....	Monteith,...	Pinneo.
La Pointe,.....	.....	Sanders,.....	Robinson,...	Robinson,	Mitchell,.....	Wells.
Manitowoc,....	15	.....do.....	Ray,.....	Ray,.....	Monteith,.....	Pinneo.
Marathon,.....	497	.....do.....	Davies,.....	.....do.....	McNally,.....	Clark.
Marquette,.....	97	.....do.....	Robinson,...	Robinson,	Cornell,.....	Clark.
1st Dist. Mill, ..	282	McGuffey,.....	Ray,.....	Ray,.....	Monteith & Cornell,...	Pinneo.
2d.....do.....	1, 089	.....do.....	Robinson,...	Robinson,	Warren,.....	Green.
Monroe,.....	114	Sanders,.....	Ray,.....	Ray,.....	Monteith & McNally,	Clark.
Oconto,.....	.....	McGuffey,.....	.....do.....	.....do.....	Cornell,.....	Pinneo.
Outagamie,....	2	.....do.....	.....do.....	.....do.....	Monteith & McNally,	Clark.
Osaukee,.....	38	Sanders,.....	.....do.....	.....do.....	.....do.....	Clark.
Pepin,.....	.....	.....do.....	Thompson,...	Davies,...	.....do.....	Kenyon.
Pierce,.....	.....	.....do.....	Robinson,...	Ray,.....	.....do.....	Clark.
Polk,.....	.....	National,.....	Davies,.....	Robinson,	McNally,.....	Clark.
Portage,.....	82	Sanders,.....	Ray,.....	Davies,...	.....do.....	Clark.
Racine,.....	283	.....do.....	Davies,.....	Davies,...	Monteith,.....	Clark.
Richland,.....	3, 429	.....do.....	Ray,.....	Ray,.....	McNally,.....	Clark.
1st Dist. Rock..	57	McGuffey,.....	.....do.....	.....do.....	Cornell,.....	Pinneo.
2nd " Rock,...	5	Sanders & McGuffey,	.....do.....	.....do.....	.....do.....	Clark.
St. Croix,.....	12	McGuffey,.....	Davies,.....	Davies,...	Colton & Fitch,.....	Wells.
Sauk,.....	13	Sanders,.....	.....do.....	.....do.....	McNally,.....	Clark.
Shawano,.....	610	.....do.....	.....do.....	.....do.....	Mitchell,.....	Clark.
Sheboygan,....	.....	.....do.....	.....do.....	.....do.....	Monteith & McNally,	Clark.
Trempealeau,...	4	National,.....	.....do.....	.....do.....	.....do.....	Clark.
Vernon,.....	16	McGuffey,.....	Ray,.....	Ray,.....	Mitchell,.....	Pinneo.
Walworth,.....	8	Sanders,.....	Thompson,...	Thompson	Cornell,.....	Clark.
Washington,...	12	.....do.....	Davies,.....	Ray,.....	Monteith & McNally,	Clark.
Waukesha,.....	20	.....do.....	Thompson,...	Thompson	Cornell,.....	Clark.
.....	18	.....do.....	.....	.....	.....	.....

TABLE NO. 6.—LIBRARIES AND TEXT BOOKS—concluded.

COUNTIES.	DIST. LIBRARIES.		TEXT BOOKS MOST USED IN THE SCHOOLS.					
	No. of vols. added during the year.	Whole No. of volumes in library.	Spellers.	Readers.	Mental Arithmetic.	Written Arithmetic.	Geographies.	Grammars.
Waupaca,.....	1	64	.....do..... .....do.....	.....do..... .....do.....	.....do..... .....do.....	.....do..... .....do.....	.....do..... .....do.....	Clark. Clark.
Waushara,.....	.....	.....	.....do..... McGuffey,	.....do..... McGuffey,	.....do..... Ray & Davies,	Ray,..... Davies,....	McNally, Monteith & McNally,	Clark. Clark.
Winnebago,.....	70	83	.....do.....	.....do.....	.....do.....	Ray,.....	.....do.....	.....
Wood,.....	482	26,753	Sanders',	Sanders, .....	Ray,.....	Ray,.....	Cornell,.....	Clark.
Totals,.....								

TABLE NO. 7.  
TEACHERS' CERTIFICATES.

COUNTIES.	MALE.			FEMALE.		
	1st Grade.	2d Grade.	3d Grade.	1st Grade.	2d Grade.	3d Grade.
Adams,.....		1	9		3	77
Ashland,.....			1			
Brown,.....		1	12		1	57
Buffalo,.....		1	14			36
Calumet,.....			12			72
Clark,.....						14
Chippewa,.....			5			25
Columbia,.....			40	1	1	185
Crawford,.....			19			78
Dane, 1st dist.,.....			27		1	140
Dane, 2d dist.,.....	1		25	1	1	179
Dodge, 1st dist.,.....	1		19			80
Dodge, 2d dist.,.....	1	4	38	4	6	127
Door,.....			2			27
Douglas,.....		2				2
Dunn,.....	1		9			34
Eau Claire,.....	1		7	2		30
Fond du Lac,.....	2	3	29	1	22	166
Grant,.....			56	1	4	266
Green,.....	2	2	33		5	144
Green Lake,.....		2	23	1		98
Iowa,.....			24		2	132
Jackson,.....			8			46
Jefferson,.....	1	5	24		2	156
Juneau,.....		3	20		7	108
Kenosha,.....		1	10		5	67
Kewaunee,.....			9			32
La Crosse,.....		3	24			78
La Fayette,.....	3	2	20	3	3	133
La Pointe,.....	2					
Manitowoc,.....			32			73
Marathon,.....	1	1	3			9
Marquette,.....			17			89
Milwaukee, 1st dist.,.....	1	1	8	2	2	56
Milwaukee, 2d dist.,.....	1	4	19			11
Monroe,.....		1	16			126
Oconto,.....		1			3	12
Outagamie,.....			8		2	31
Ozaukee,.....	1	1	38			30
Pepin,.....			9			37
Pierce,.....			2		2	73
Polk,.....			1		2	15
Portage,.....	1	1		1	5	53
Racine,.....	2		9	1	4	32

TABLE NO. 6.—LIBRARIES AND TEXT BOOKS—concluded.

COUNTIES.	DIST. LIBRARIES.		TEXT BOOKS MOST USED IN THE SCHOOLS.					
	No. of vols. added during the year.	Whole No. of volumes in library.	Spellers.	Readers.	Mental Arithmetic.	Written Arithmetic.	Geographies.	Grammars.
Waupaca,.....	1	64	.....do..... .....do.....	.....do..... .....do..... McGuffey,.....	.....do..... .....do..... Ray & Davies,.....	.....do..... Ray,..... Davies,.....	.....do..... McNally,..... Monteith & McNally,.....	Clark. Clark. Clark.
Waushara,.....	.....	337	.....do..... McGuffey,.....	.....do..... McGuffey,.....	.....do..... Ray & Davies,.....	.....do..... Ray,.....	.....do..... Monteith & McNally,.....	Clark. Clark. Clark.
Winnebago,.....	70	83	.....do..... McGuffey,.....	.....do..... McGuffey,.....	.....do..... Ray & Davies,.....	.....do..... Ray,.....	.....do..... Monteith & McNally,.....	Clark. Clark. Clark.
Wood,.....	.....	.....	.....do..... McGuffey,.....	.....do..... McGuffey,.....	.....do..... Ray & Davies,.....	.....do..... Ray,.....	.....do..... Monteith & McNally,.....	Clark. Clark. Clark.
Totals,.....	482	26,753	Sanders',.....	Sanders,.....	Ray,.....	Ray,.....	Cornell,.....	Clark.

TABLE NO. 7.  
TEACHERS' CERTIFICATES.

COUNTIES.	MALE.			FEMALE.		
	1st Grade.	2d Grade.	3d Grade.	1st Grade.	2d Grade.	3d Grade.
Adams,.....		1	9		3	77
Ashland,.....			1			
Brown,.....		1	12		1	57
Buffalo,.....		1	14			36
Calumet,.....			12			72
Clark,.....						14
Chippewa,.....			5			25
Columbia,.....			40	1	1	185
Crawford,.....			19			78
Dane, 1st dist.,.....			27		1	140
Dane, 2d dist.,.....	1		25	1	1	179
Dodge, 1st dist.,.....	1		19			80
Dodge, 2d dist.,.....	1	4	38	4	6	127
Door,.....			2			27
Douglas,.....		2				2
Dunn,.....	1		9			34
Eau Claire,.....	1		7	2		30
Fond du Lac,.....	2	3	29	1	22	166
Grant,.....			56	1	4	266
Green,.....	2	2	33		5	144
Green Lake,.....		2	23	1		98
Iowa,.....			24		2	132
Jackson,.....			8			46
Jefferson,.....	1	5	24		2	156
Juneau,.....		3	20		7	108
Kenosha,.....		1	10		5	67
Kewaunee,.....			9			32
La Crosse,.....		3	24			73
La Fayette,.....	3	2	20	3	3	133
La Pointe,.....	2					
Manitowoc,.....			32			73
Marathon,.....	1	1	3			9
Marquette,.....			17			89
Milwaukee, 1st dist.,.....	1	1	8	2	2	56
Milwaukee, 2d dist.,.....	1	4	19			11
Monroe,.....		1	16			126
Oconto,.....		1			3	12
Outagamie,.....			8		2	31
Ozaukee,.....	1	1	38			30
Pepin,.....			9			37
Pierce,.....			2		2	73
Polk,.....			1		2	15
Portage,.....	1	1		1	5	53
Racine,.....	2		9	1	4	82



TABLE NO. 7—TEACHERS' CERTIFICATES—concluded.

COUNTIES.	MALE.			FEMALE.		
	1st Grade.	2d Grade.	3d Grade.	1st Grade.	2d Grade.	3d Grade.
Richland,.....	1	.....	41	.....	1	95
Rock, 1st district,.....	.....	.....	22	.....	4	114
Rock, 2d district,.....	1	2	19	2	9	98
St. Croix,.....	.....	.....	4	1	4	51
Sauk,.....	.....	.....	18	.....	2	159
Shawano,.....	.....	.....	.....	.....	.....	18
Sheboygan,.....	.....	.....	18	.....	.....	76
Trempealeau,.....	1	.....	5	.....	.....	41
Vernon,.....	.....	.....	31	.....	.....	101
Walworth,.....	.....	1	34	1	5	160
Washington,.....	.....	7	41	.....	.....	84
Waukesha,.....	2	4	80	1	7	185
Waupaca,.....	3	1	16	.....	6	84
Wausaara,.....	.....	1	8	.....	1	91
Winnebago,.....	3	6	19	.....	8	186
Wood,.....	1	2	3	.....	1	24
Totals, .....	36	64	1,990	23	131	4,838
<hr/>						
Total first grade,.....						59
Total second grade,.....						195
Total third grade,.....						6,828
Total all grades,.....						7,082

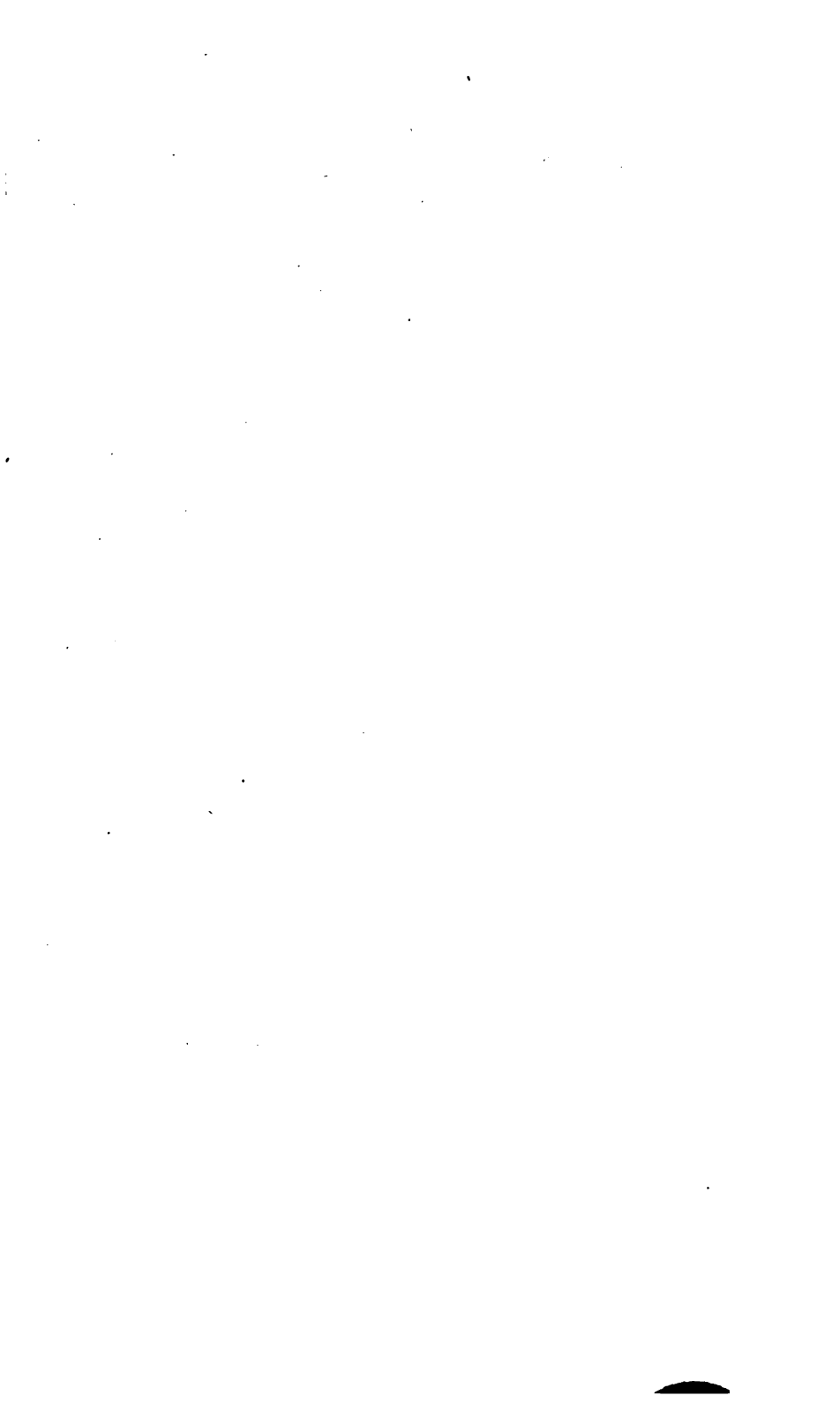
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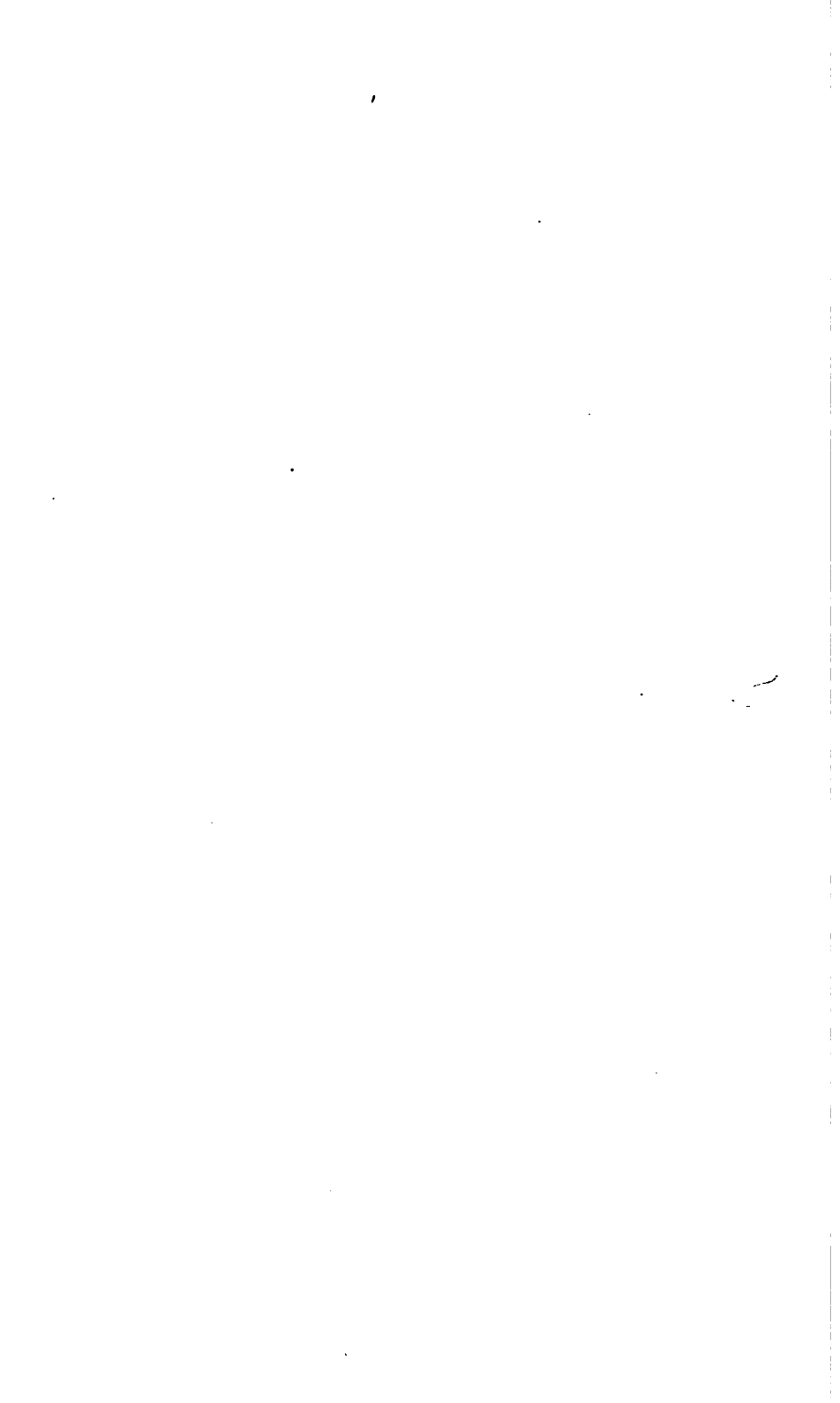
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Grant,.....	70
Iowa,.....	73
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Juneau,.....	76
Kenesha,.....	78
Kewaunee,.....	80
Manitowoc,.....	81
Marquette,.....	81
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Ozaukee,.....	84
Pepin,.....	85
Pierce,.....	87
Polk,.....	88
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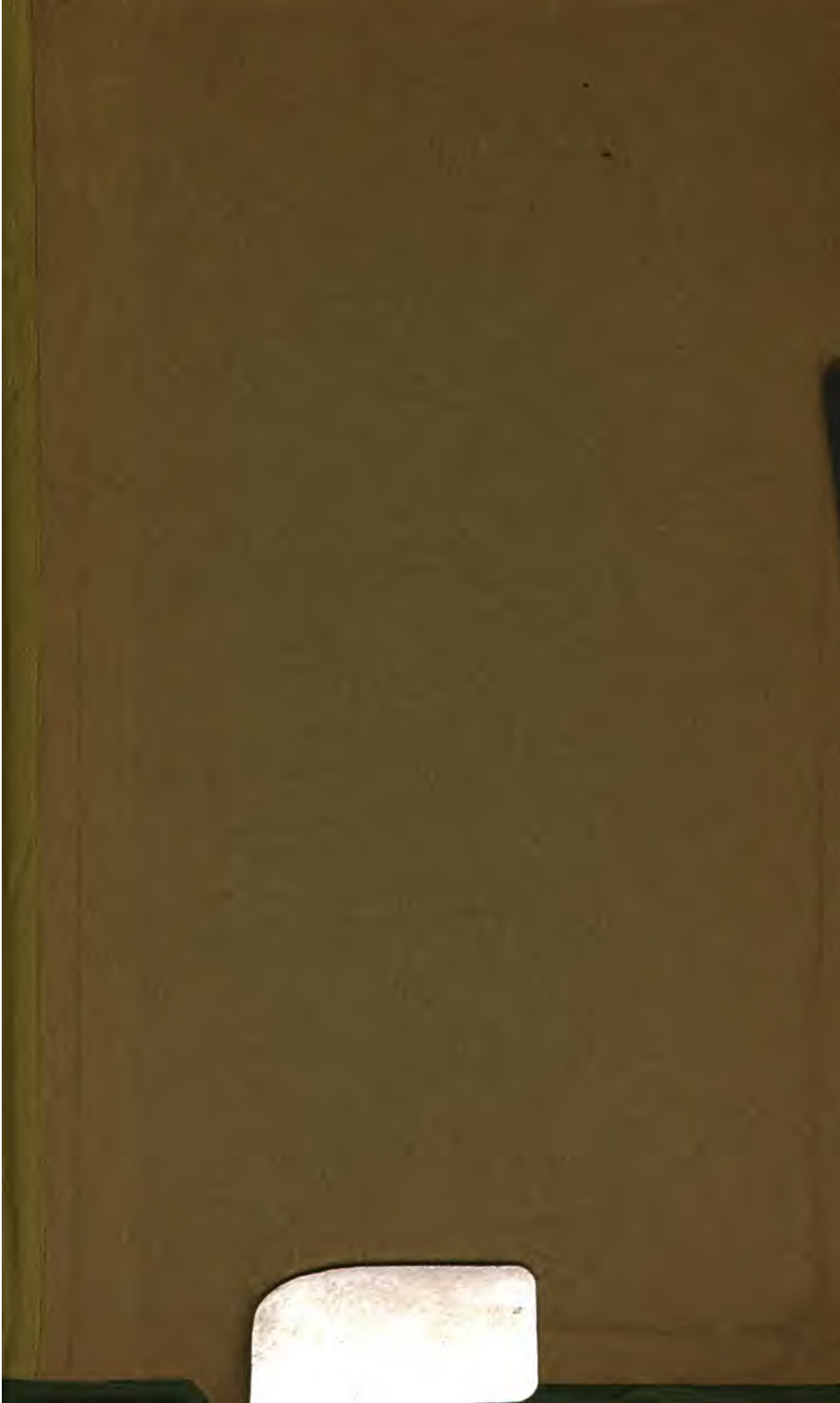
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